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ABSTRACT

THIS CONFERENCE WAS SPONSORED BY THE U.S. OFFICE OF EDUCATION, THE GULBENKIAN FOUNDATION, INC., UNITED MERCHANTS AND MANUFACTURERS, THE HISPANIC SOCIETY OF AMERICA, PHI LAMBDA BETA (THE PORTUGUESE NATIONAL HONOR FRATERNITY), AND VANDERBILT UNIVERSITY. INDIVIDUAL PARTICIPANTS FROM SPECIFIED REGIONAL NUCLEI OF INTEREST MET FOR INTRODUCTORY PLENARY SESSIONS, DURING WHICH THE IMPORTANCE OF PORTUGUESE, THE NEED FOR MORE PEOPLE TRAINED IN IT, AND ITS INTERDISCIPLINARY RELEVANCE WERE DISCUSSED IN THE NATIONAL CONTEXT BY A SERIES OF DISTINGUISHED SPECIALISTS. THE "NATIONAL" GROUP THEN SEPARATED INTO ITS CONSTITUENT NUCLEI OF INTEREST (REGIONAL GROUPS) FOR THE SEMINARS DESCRIBED IN THESE TRANSCRIPTS, WHICH ARE PRESENTED HERE IN DIALOG FORM (WITH THE EXCEPTION OF TWO IN NARRATIVE FORM). THEY REPRESENT THE DISCUSSION OF THE FOLLOWING GROUPS: (1) DISTRICT OF COLUMBIA, VIRGINIA, NEW JERSEY, PENNSYLVANIA; (2) ALABAMA, GEORGIA, TENNESSEE; (3) CALIFORNIA, OREGON; (4) TEXAS, LOUISIANA; (5) ILLINOIS, KANSAS, MISSOURI, NEBRASKA; (6) MASSACHUSETTS; (7) OHIO, MICHIGAN, INDIANA, WISCONSIN; (8) COLORADO, NEW MEXICO, NEVADA, UTAH, ARIZONA; (9) NEW YORK; AND (10) RHODE ISLAND, CONNECTICUT. A LIST OF SUPPLEMENTARY MATERIALS IN PORTUGUESE PREFACES, AND AN INDEX CONCLUDES THE TEXT TRANSCRIPTIONS. (AMM)

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of the

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PORTUGUESE

Edited by Norwood Andrews, Jr.
Vanderbilt University
Nashville, Tenn. 37203

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Vanderbilt University
Nashville, Tenn. 37203

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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VANDERBILT INVITATIONAL CONFERENCE ON HIGH SCHOOL

PORTUGUESE

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PROCEEDINGS

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PORTUGUESE

INTRODUCTION

If today's changing world has taught us anything, it is that the Uncertainty Principle should not be considered an exclusive property of the Quantum Mechanics, that very few things may be taken for granted. There nevertheless remains one thing which, for the time being at least, should be taken for granted. It is the fact that formal education exists for people, and therefore cannot exist in a vacuum.

All formal education, including that part devoted to foreign languages, is a continuum. To be sure, it is by definition a closed continuum because it has a beginning and an end: it starts in the individual student's pre-school or kindergarten year and progresses with him until he himself stops, for whatever cause. All commonly recognized divisions or stages are arbitrary and no more than nominal, however apparently definitive--or divisive--their different names: kindergarten, primary and secondary grades, college, graduate school, post-doctoral study. Such names merely denote equally relevant and interrelated points on the continuum. No single one of them is more or less relevant or important than another to the student, who must pass through several if he is to have any significant formal education.

As numbers of students, each an individual, pass through all of the points, they interrelate them all. They must, and they do, apply knowledge acquired in a previous point to the acquisition of new knowledge in a present point, in preparation for acquiring still further knowledge in the next point. Except for the very first, each point follows organically the one which precedes it; except for the very last, each precedes organically the one which follows it.

When problems arise at any single point, they must not be considered--they certainly cannot be solved--there alone. Almost invariably, their primary causes are in an earlier point or points. Inevitably, their effects tend to appear, greatly magnified, in later ones. Who has not heard the lament of the graduate schools that they cannot do the job expected of them with the human material they have because they must do work which the undergraduate colleges should have done for them? Who has not heard the colleges complain that they are hindered in doing their job, that, having been sent inadequately prepared undergraduate students by the high schools, they must take precious time away from their own curricula to do--

sometimes undo and redo--work the high schools should have done? And so it goes, all the way back to point one on the continuum, kindergarten or pre-school, prior to which an appreciable portion of blame is laid upon parents and the home environment. It does all stop there, for the present: no one to date has criticized the womb as unsound in terms of a formal educational program.

All of these laments, complaints and criticisms are sound, well taken, and easy enough to justify. Because they are, it becomes immediately incumbent upon educators at all points on the continuum to take cognizance of the problems faced by their colleagues at all other points. Or, if that is impossible, at the very least to recognize those faced by their colleagues at the points immediately preceding and following their own. Beyond taking simple cognizance, they must also work to establish a dialogue aimed toward solving such problems, mutually. Within the context of its own discipline, the Vanderbilt Invitational Conference on High School Portuguese (June 5-8, 1967) did establish such a dialogue--nationally--for the first time.[1] That it continues, and that it continues to produce concrete results are eloquent testimony to the Conference's success.

Because of its name, not in spite of it, the Vanderbilt Invitational Conference on High School Portuguese drew its participants from all academic levels of the field, and from all areas related to the academic world--teaching, administration and counselling, as well as local, state and federal government agencies. Among the teachers, there was an almost even balance between secondary (39) and higher (42) education, to be sure a sad commentary on the number of existing high school Portuguese programs in the country at the time, but a most encouraging commentary on the interest of university personnel in high school problems, and vice versa.[2] Participants to the Conference came from twenty-seven states and the District of Columbia. All were from nuclei of interest which had been identified previously through the

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[1]The Conference was sponsored by the United States Office of Education, the Gulbenkian Foundation, Inc., United Merchants and Manufacturers, The Hispanic Society of America, Phi Lambda Beta (the Portuguese National Honor Fraternity), and Vanderbilt University. These Seminar Proceedings are published under a contract with the Bureau of Research, United States Office of Education. /\

[2]Another sad commentary, if it is viewed as such, is the fact that a number of the thirty-nine high school participants were interested in becoming Portuguese teachers, rather than already being active in the field. If it is viewed from another perspective, however, this interest on the part of such individuals was and is an extremely heartening index of the field's potential for growth. Some of that potential has subsequently been realized, as will be pointed out. A number of other high school teachers, practicing and potential, would have been in attendance had it been possible to hold the Conference later in June. The relatively early date conflicted with their schools' closing for the year.

campaign of Vanderbilt University's Emphasis High School Portuguese program, initiated in 1965. All had either answered questionnaires stating their interest and willingness to attend, or had later volunteered such information.

The format of the Conference was as follows: individual participants from specified regional nuclei of interest met for introductory plenary sessions, during which the importance of Portuguese, the need for more people trained in it, and its interdisciplinary relevance were discussed in the national context by a series of distinguished specialists.[3] Then this newly forged "national" group separated into its constituent nuclei of interest, on the original regional bases, for the Wednesday afternoon Seminars published here. Behind this format was the theory--subsequently demonstrated to be valid--that each region, while having its particular, inherently different problems and potential, nevertheless could only profit from a free interchange of ideas--a multi-level dialogue--with other regions, especially before sitting down to re-evaluate its own situation. All of them worked hard at the job, and several have retained the identity which they acquired during the Conference. Seminar I (District of Columbia, Virginia, New Jersey, Pennsylvania), for example, has christened itself the Mid-Atlantic Committee for High School Portuguese and held enthusiastically attended monthly meetings ever since. Seminars VI (Massachusetts) and X (Rhode Island especially) formed the nucleus of the first Institute in Portuguese, and were joined for the second Institute by Seminar III (California, Oregon). Like Seminar I under its new name, all three had acquired new members, and all continue to acquire them.

The Seminar transcripts which follow this Introduction present the text of the first formal re-evaluation made by each group. They appear in dialogue form in all but two cases, which are in narrative form. Both forms have their merits, but the predominance of dialogue is intentional and will be discussed. There are a few instances in the deliberations

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[3] Dr. Francis M. Rogers, Harvard University (the world importance of Portuguese); Dr. Ernesto Guerra Da Cal, Queens College (the need for people trained in Portuguese); Dr. Fred P. Ellison, University of Texas (general relevance of Portuguese to various careers); Dr. Leroy James Benoit, Cornell University (government service); Dr. Norman Sacks, University of Wisconsin (general relevance of Portuguese to other academic disciplines); Dr. William H. Nicholls, Vanderbilt University (economics); Dr. Vladimir Reisky de Dubnic, University of Virginia (political science); Dr. John B. Saunders, University of Florida (sociology); Dr. Earl W. Thomas, Vanderbilt University (language and linguistics). Note: on the evening of the final day, there was a resume during the closing session of the main trends of the discussion in Seminar V, at the request of its Chairman, Mr. Joseph Lawlor of Lake Forest High School, Lake Forest, Illinois. There was also an address by Mr. William Higgins, Bureau of Research, United States Office of Education, explicating the position of the Office vis-à-vis foreign language in general and Portuguese in particular.

where it may truly be said that "no holds were barred." Emotions occasionally ran high--sometimes with real cause, sometimes with imaginary--and no attempt has been made to soften them. They are still, as they have always been, a genuine factor in the development--often in the retardation--of the field, and they cannot be dealt with unless they are brought out into the open, as they are here.

Careful reading of any given Seminar will reveal what problems were real and what were only imagined for the region in question. Careful reading of all ten Seminars, and examination of both the Index and the Supplementary Materials List included in the Introduction, will demonstrate that one oft-voiced complaint--that about the lack of suitable materials--need not be taken at face value, nor, indeed, given much credence at all.[4] Once, recently at that, a sizable impediment to progress in the field, the materials lack not only can be circumvented, if not removed altogether, it has been circumvented for some years in a number of localities (see especially Seminars V, VI and X), successfully if not ideally. Furthermore, even at the time the Conference was held, new texts and other materials were appearing, not in great number, but steadily. More have appeared since, and there are still more to come--the Knopf hard-cover second edition of Modern Portuguese, for example.

What is cited as a lack of materials, then, turns out in reality often to be a lack of information. The Conference layed the groundwork for establishing a meaningful exchange of information, and subsequent developments such as the two federally supported Institutes held at Vanderbilt in 1968 and 1969 have developed it further. The Institutes themselves, which functioned in part as the national clearing house for information specifically recommended by the participants, also owe their existence to the Conference. These were another specific recommendation (see especially Seminar VI), and their basis of participant support came from the same nuclei of interest upon which the Conference was organized.

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[4]The Index itself, used in conjunction with the text, provides an extensive, cross-referenced materials list. There are lacunae in it, to be sure, but it can nevertheless be employed profitably. Individuals interested in obtaining an item for which it has not been possible to secure complete data can in most cases find whom they should contact. An address list is not included because one would be a duplication of effort. The Directory issue of the Conference Program, containing names and addresses of the participants, was distributed widely in 1967. More readily available sources of such data are the Directory issues of PMLA and Hispania, the Education Directory (published by USOE), Part II, Public School Systems, and The College Blue Book (published by CCM), Section 10, Secondary Schools in the United States. It is also possible to write directly to Dr. Norwood Andrews, Jr., Executive Secretary, Phi Lambda Beta (Portuguese National Honor Fraternity). Through June, 1970, Phi Lambda Beta's address is Box 1581, Station B, Vanderbilt University, Nashville, Tennessee, 37203. Beginning September 1, 1970, the address will be Department of Classical and Romance Languages, Texas Tech University, Lubbock, Texas, 79409.

They also took advantage of the potential teachers of Portuguese who attended the Conference, training several over the two years of their collective existence to introduce the language into new high schools. As anyone who has ever been either a participant or a staff member in an Institute (of the Title XI NDEA format) knows, such programs demand an extremely large input of time and effort by all concerned. Because they do, and because the same individual responsible for directing the two held at Vanderbilt for Portuguese is also responsible for the editing and publication of these Proceedings, the Proceedings have inevitably--but by no means unprofitably--been delayed.

In their rough draft form, the Proceedings have been made available several times to qualified personnel. For example, they furnished much of the information which appeared in the chapter entitled "Portuguese in the High Schools," by Professors Fred P. Ellison and Norwood Andrews, Jr., which appeared in the current edition of A Handbook for Teachers of Spanish and Portuguese.[5] They also provided many important contacts and much valuable background material later utilized in the production of the booklet Why Study Portuguese?, published jointly later in 1967 by Phi Lambda Beta and Vanderbilt University under the sponsorship of the Gulbenkian Foundation, Inc. Why Study Portuguese? was itself another recommendation of the participants. Like the Institutes, it owes its creation to the Conference.

From the foregoing, the following conclusions may now, in retrospect, be drawn about the Conference: it was held to create a multi-level, national "lobby" for the Portuguese field and it did so; the function of that lobby, during the meetings, was to define the problems of the field, find out what to do about them, and recommend doing ways of doing it. In the three cases cited--the two Institutes and the publication of Why Study Portuguese?, specific recommendations were implemented. They may therefore, to a very large extent, be considered extensions of the Conference in terms of action, the most immediately important terms for any young and vital but struggling field. It is regrettable that publication of the Proceedings had to be delayed in the meantime, but the reason is one which had plagued the field in the past and which lamentably continues to plague it--shortage of manpower as well as funds.

Another strong recommendation made during the Seminars was for a proficiency test, or series of tests, for Portuguese. The Proceedings give strong reasons why such tests are necessary, and there is no need to restate those reasons here. Instead, one can point with satisfaction to the progress already made toward production of one test by Harvard University, and to the dialogue between the California State Department of Education, Stanford University and Harvard as to others.[6]

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[5]Ed. Donald D. Walsh (Lexington, Massachusetts, 1969), Chapter 21, pp. 250-261

[6]Individuals and institutions interested in keeping themselves informed as to the progress being made on the tests may contact the following: Dr. Francis M. Rogers, 201 Boylston Hall, Harvard University, Cambridge, Mass., 02138; Mr. John P. Dusel, Consultant, Foreign Language Education, California State Department of Education, 721 Capitol Mall, Sacramento, (footnote cont'd)

As mentioned before, the materials shortage in 1967 was by no means as serious as some Conference participants thought it to be; in 1970, it is very perceptibly becoming less so.

Just as no attempt has been made to edit emotion out of these Proceedings, none has been made to cover up the occasional outburst of antagonism between secondary and higher levels. The conference and its organizers were criticized severely at one point for weighting it in a top-heavy fashion toward the university world. Such was not the case, of course, as both the Proceedings and the concrete results engendered by the Seminars make abundantly clear. It is nevertheless worthwhile being reminded that, unless meaningful dialogue is established between the various levels, the continuum is broken. Severe antagonism then can result, indeed often does result, to the detriment of the entire field and to that of the individual student most of all. Perhaps it is even more worthwhile being reminded that meaningful dialogue should not always be thought of as an exchange of pleasantries. One must be willing to listen to valid adverse--sometimes violent--criticism, as well as to praise and polite suggestion from his colleagues at other levels, other points on the continuum.

On those infrequent but perceptible occasions during the Proceedings when emotions run high and adverse criticism is voiced, whatever the reason, the dialogue form provides the basis for an element of verisimilitude and immediacy which would not otherwise be present. It would not be stretching a point too far to say that the dialogue here and there takes on the characteristics of minute, highly intense dramas in a germinal state. When it does, a whole new dimension is added: one gets inside the "players" and sees how they regard both their own roles and those of others, not how they otherwise might say they regard them. That is often a distinction with a difference. The difference is important: it reflects a people's feelings: feelings about a given problem--a given role and its problems--constitute separate problems in themselves.

When the "how" of what the participants say is not of marked significance, the "what" remains important, whether in dialogue or narrative. Time has elapsed between the holding of the Conference and the publication of its Proceedings, and some things have changed. As indicated previously, some recommendations made by the Seminars have been implemented, and that is change by definition, change for the better. A number of other things have happened, including patent setbacks like the Office of Education's withdrawal of funds from Basic Studies, i.e., from the kind of Institute held again and again for other languages over the last ten years, and held precisely twice for Portuguese, on both occasions at Vanderbilt, once during the last year of Title XI NDEA, once during the first and last year of such programs under EPDA.[7]

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[6] California, 95814; Dr. Aurelio M. Espinosa, Jr., Division of Spanish and Portuguese, Stanford University, Stanford, California, 94305.

[7] NDEA stands for National Defense Education Act, EPDA for Education Professions Development Act.

These Proceedings nevertheless continue to offer advice, counsel, suggestions, ways and means.

Precisely because they are the deliberations of regional nuclei of interest recorded within an unmistakably national context, the Proceedings continue to address themselves to real problems, realistic goals, and viable methods for achieving those goals. They comprehend historical difficulties, some of which remain operative. They offer valid, sometimes specific guidelines for areas of the United States where, for all its visible potential, the Portuguese field has no present reality. They present ideas for the development and expansion of existing Portuguese programs. They help to establish a more meaningful image--for themselves and for others--of the Portuguese-American ethnic group within the context of its rich and varied cultural heritage. In doing so, they point up the enormous potential for development of the field which that group represents. Above all, they demonstrate conclusively that the field, once assembled, was, is, and must continue to be a cohesive national lobby, aware through its constituent nuclei of regional problems and differences but capable at the same time of working as a unit.

Norwood Andrews, Jr., Ph.D.
Vanderbilt University
January, 1970

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S E M I N A R I

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Dr. Abreu: I do not think we have to emphasize further the importance of introducing Portuguese to the high schools. First, this has already been done during the Conference by most of our teachers, and by our speakers yesterday and this morning. I think we should go directly to our task, following this list given by Vanderbilt University. I think our discussion should start from the last item which seems to be the most important: the establishment of a new high school Portuguese language program. I think our discussion should be based on two main questions: What shall we do to introduce a Portuguese program in the high schools? What steps should we take and in what order? In Washington we have started something on our own. At our request, the Brazilian Embassy sent the following questionnaire to all the Brazilians living in the immediate Washington area, including the Maryland and Virginia suburbs:

1. Tem filhos estudando no ginásio?
2. Quantos?
3. Idades:
4. Em que estabelecimento estudam?
5. É público? É particular?
6. Quantos alunos há na escola?
7. Sabe-se de outros Brasileiros estudando na mesma?
8. Quantos?
9. Vossa Senhoria teria intêresse em que os seus filhos estudassem Português na escola?
10. Sabem seus colegas Americanos se seus filhos estariam interessados em que o Português fôsse ensinado na escola?
11. Tem algumas sugestões para fazer?

Secretary Hasslocher of the Brazilian Embassy has just informed me that this questionnaire has had excellent response. All we have to do is study the questionnaire and find out which schools have a good number of Brazilians. Then we can work on those schools and ask them to introduce the language. Of course, we are not interested in teaching Portuguese to Brazilians, but this is a way to start. In Bethesda, there are many Brazilians. I discovered a school called Walt Whitman, where there are about twenty. Now, I would like your suggestions. What shall we do? What shall be our approach? Shall we work with the students, with the parents, with the schools, or with the board of education? What is the best way to approach the subject?

Mr. Chestnut: As far as Pennsylvania is concerned, for the last five or six years, the official positon of the Pennsylvania State Board of Education has been to have Portuguese included on the approved elective courses for offerings in secondary schools. The way is open for the individual school districts to offer the language if requested. Therefore, as far as the state of Pennsylvania is concerned, it is a matter of reaching the individual schools and getting those people interested, either teachers or, if we can get the information around to the schools, to reach the students. I think we need to start, perhaps, with the students, not necessarily with those who have some

connection with Brazil or Portugal, but those who are our own students, our own natives who might be interested in the language. The idea is to start a grassroots idea of requesting the school district to offer the language. I would think, probably, in the states surrounding Pennsylvania, that the first step should be what we have done to have the official approval for including the subject as an elective.

Dr. Moser: Sir, would that be a state or a county?

Mr. Chestnut: Here again, I am not acquainted with the complete operation of the various states as to how new subjects are included in the curriculum. Now as far as New Jersey is concerned, it would be a matter for their State Department of Education, through its state advisory service to do this. Perhaps in Maryland it would be a county matter.

Dr. Willis: Maryland and Virginia would be about the same.

Prof. Hutchins: There is another way we can do it in Maryland. Maryland is the sister state of the state of Rio de Janeiro and one of the persons who makes up the committee of the sister state of Maryland is on the State Board of Education. It might be an interesting way to work through that.

Dr. Abreu: That is good. In Maryland, at least in Bethesda, there are many Brazilians and people who are interested in Portuguese. Of course, we do not want only those people, but it is a way of starting.

Dr. Moser: Speaking of this sister-state relationship, there is also what I believe to be something similar between Philadelphia and Bahia. There is a committee in Philadelphia.

Mr. Wachholz: What is the situation in Virginia as far as concerns the state level?

Mr. Rose: Anything we recommend to the state, they will likely approve. Now, we have not got Portuguese on our course selection sheet, because next year for the first time we will be offering it for credit. But anything we recommend, anything the county recommends to the state, they will approve as long as we have an outline of the course. Maybe it would be a good idea if the people who already have Portuguese would tell briefly how they got it started. For instance, Mr. Ervin might be able to tell how he got his class in Portuguese started.

Mr. Ervin: The class I have is Portuguese for Spanish students. I got the interest of the Spanish III and IV students, students who have had three or four years of Spanish, to take Portuguese for a half-hour on a non-credit basis. The students were very much interested in it, and the next year when it was suggested that we offer it for credit, we got more students than were taking it without credit. The way I presented the material was in two columns, one each of Spanish and Portuguese stating the same thing, with a recording added. There was a selection from The Bible, O Grande Julgamento, Matthew 24, I believe. The students could listen to this and follow it. And I gave an explanation of some of the advantages of it, and they were very much interested.

Mr. Rose: I think it generally needs to be started like Russian, Chinese, or something else. It has to be started as an extra, co-curricular activity, or at the sacrifice of somebody's lunch hour. I think it was your lunch hour, was it not?

Mr. Ervin: It probably was a study hall.

Mr. Rose: I would rather have a Portuguese class than a study hall anytime. I think that the best way of doing it is to get it in when you can, during the day sometime or after school, although after school is usually less desirable. But during the day sometime, work with the guidance office in advance. They will try to schedule enough students for a study hall at a certain time if you want to offer a class in Portuguese, or even an interest class. Just to begin, almost anything will do, and then after a year or so, work it into the regular curriculum.

Dr. Abreu: If it is approved by the board of education, why can it not be part of the curriculum immediately?

Mr. Rose: It can, the only thing is, you have to have the students there in the first place. We can put a lot of things on the course selection sheet, but that is no guarantee there is going to be any interest. Somebody, some teacher who knows Portuguese or is interested in learning it, has to do about a year's spade work in order to get the students interested so there will be enough students to form a class. Most school districts do not look favorably on forming a class for less than ten to fifteen students, because it is not economically feasible.

Mr. Ervin: One thing here, it can be tackled from another angle too. From the P.T.A.'s and parents'.

Dr. Abreu: And what do you do in this case, do you go to their meetings? Shall we go to P.T.A. meetings?

Mr. Ervin: If it can be presented by someone, convincingly, at a meeting, that is very good.

Dr. Willis: The high school P.T.A.'s usually are very poorly attended. The elementary P.T.A., yes, but the high school, no.

Mr. Ervin: Sometimes when you have something special at the big meetings. They are having an election of officers, or back-to-school night, something like that. It can be brought up at the time.

Miss Gonzalves: Department chairmen, who are aware that this is a language which should be added to the language curriculum, have an opportunity to present it to the principal, who in turn can submit it as a new or novel approach to the curriculum the following year. This is the way in our district.

Dr. Willis: Could I play the Devil's Advocate in this case? I think we need someone to do that. The high school curriculum is heavily loaded. Certainly most of the courses are being taken with an eye to college admission. I am puzzled how we can sell one more course which has not got a very wide college acceptance to a school which recommends for college admission, French, Spanish, or German. Where can they go to it in Portuguese? I think it is a

propaganda matter that is very difficult and we should face that. The international importance of Portuguese is evident. But the collegiate utility of it, I think, is a very real and practical problem. I speak from the point of view of a man who has worked on the admission committee of the university and has seen the ways the students choose their high school and boarding school courses, with an eye to their direct utility for college admission and advanced placement.

Dr. Moser: Do you think that Portuguese will be accepted on the same basis as Spanish in college?

Dr. Willis: Well, I am quite sure it will not be in many colleges, because they do not have a progression of courses to offer. For example, if a person takes three years of French in high school, in two semesters of college he is advanced enough to take literature courses and major in the subject. Out of every ten universities and colleges, you are lucky to find one where he will find such a progression of Portuguese into which he can fit.

Mr. Ervin: If I may say one word here, there are approximately 100 colleges and universities that teach it, and Mr. Cavaco has sent out questionnaires to a great number. It was about 10 per cent that does not give credit.

Dr. Willis: Of those 100 who give the courses, it is a very limited curriculum. Usually one or two courses, not a real major which they could move into. So, I raised the question because I think it is something we must face. It is a salesman's job.

Dr. Abreu: In Washington we would not have that problem because of the Consortium. They could study in any university and take Portuguese at Georgetown University.

Dr. Willis: But suppose they went to a small college at Vermont?

Dr. Abreu: That would be a problem. But let us not think of Vermont. It is not from our area, either.

Dr. Willis: But the high school students in Washington can go to Vermont or Utah. Moreover, I would like to add another point, I am looking at obstacles because, if we do not see them, we are going to fall flat on our faces. A great many of the colleges, at least in the eastern part of the country, use the College Entrance Examination Boards as one of the qualifying tests. At Princeton we use it. If the student has not taken the examination while he is in school, we give it to him to see where to place him in his progression courses, whether it be intermediate, higher intermediate, or advanced level. We give this same exam on the grounds. It would not be a bad move to have somebody urge the CEEB people to set up an examination. It would legitimize the enterprise. I think it would be a very useful and practical move. I live in the neighborhood and know many of the people, and I would be very happy to add a few words.

Mr. Chestnut: I am wondering if it might be a better step to ask ETS to construct a classroom cooperative test along the same lines for Portuguese as for other tests they have constructed.

Dr. Willis: Why could they not do it in 1968? Why could not the committee which was formed this morning be asked to communicate directly to ETS on that very subject? Whoever is making our tape put that on the record. Ask our newly formed committee, with the prestige it certainly carries, to make that request of ETS.

Mr. Chestnut: Probably someone from the Portuguese development section (PLDG) of AATSP, or some group of people from that section, could be the ones to work out this actual text.

Dr. Willis: Yes, there ought to be somebody in that group that is working on the Spanish test.

Mr. Chestnut: It seems to me that this test is being somewhat compromised by the fact that some classroom teachers of the secondary schools are unethically using it as classroom instruction instead of a test. But as yet, I do no think it has been compromised that much.

Dr. Willis: It would still be one way to make the high school achievement recognized and utilizable at the college level.

Mr. Rose: Another thing that is a big help is having a person, either a native of Portugal or a person from the local university, come to talk with the upper level Spanish classes in Portuguese, simply, and very well enunciated, so that the students can see that there is a great similarity between the two languages and some great advantages to study both of them. We need people like that, native speakers, people from the universities that will talk to them in Portuguese part of the time and about Portuguese.

Dr. Abreu: Would it be a good idea to send our students to visit some school?

Mr. Rose: That is the best thing--our students themselves.

Dr. Abreu: Some of our students speak like natives. They could go and show some slides and talk about the country in Portuguese.

Mr. Ervin: We could get our Spanish department, Spanish Club, or Spanish Honor Society together at one time, right after school. We will make a request to Georgetown and say that we have our Spanish Club meeting every Tuesday right after school, something like that, and ask when would it be convenient to have an engagement.

Miss Rameh: The board of education could tell the students that they have this possibility. They could ask for someone to come and talk with them. They would ask the board and the board would ask the university to send someone.

Sr. Concepta: Could we enlarge that to include students who are not Spanish students, because Spanish students have had a taste of a language and enjoy it. This means that many French students, or even those who have studied Latin, all recognize the similarity. So, rather than close it off and say Spanish students, let us say the student body, and make it an opportunity to have a fiesta afterwards.

Mr. Wachholz: I believe in our particular area we would find a number of boys and girls who have lived in Brazil with their military or government-official parents, right in the Prince Georges, Montgomery, Arlington, or Fairfax Counties. In the city of Alexandria, I think you could find a number.

Dr. Willis: You would have to start them at the intermediate level; it would not be the beginner's level.

Prof. Hutchins: No, they start at the beginner's level, because they would have gone to an American school.

Dr. Willis: But, you would have two courses starting simultaneously, would you not? Particularly with the ones Dr. Abreu has been talking about--native Brazilians.

Dr. Abreu: This would be intermediate.

Dr. Willis: Yes, you have to. You could not begin for that group of people alone.

Prof. Hutchins: Well, you would not be putting native Brazilians in that type of class, would you?

Dr. Abreu: Some Brazilians who live here for a long time have children who do not speak Portuguese.

Mr. Ervin: I think it is safer to start with the first year and in the next year have a first and second.

Dr. Abreu: How about New Jersey?

Dr. Willis: I am from New Jersey, and I do not know of any high schools that offer it. I am always interested to hear about some of my colleagues finding Spanish the strong language in their area. I have been a depressed minority for thirty-five years of teaching at Princeton. It was not until 1948 that we had two professors of Spanish at the university. We have a number of minors there but the majors have run four to eight per year. It is a very, very small operation there. Everything else is French and German. There are the two prestige languages. And again I am speaking as a person who is trying to help a minority language. We need all the incentives we can develop. A student who is planning to go to college may very well be planning to go to graduate school. And faculties in most of the graduate schools ask for a reading knowledge of a foreign language. Medical schools have finally broadened their base and will accept Spanish. If we put a push into Portuguese, your graduate schools in economics, politics, and sociology almost always demand French or German. If we can open the door there is a straight career, and so, I think that we should

see that the high school is not an operation that ends with the twelfth grade. It goes through college and through graduate school. And I think there again we can push from all directions; but I have noticed, for example, that numbers of students at Princeton, about 60 per cent of the senior class, go to post-graduate school. All the pre-meds have steadily refused to take Spanish even though they had it in high school. They begin French in college because of the medical schools' demands or preferences for French or German.

Mr. Rose: Well, you know, this comes up every year. It has for the last three years of the Northeast Conference on the Teaching of Foreign Languages. Each year, we make a plea for the colleges not to be so ostrich-like and require only French and German for Doctoral degrees. Spanish has long been of age, and there are lots of other languages that have also become of age. Each organization is going to have to communicate with the colleges not to require only French and German.

Dr. Willis: The same thing happens in Romance Language departments. The Ph.D. candidate in French must have a reading knowledge in French and German.

Dr. Martin-Pereira:Well, I have made the observation that in the Middle West, where I happen to hail from, Ohio, they have lengthened and broadened the opportunities, because one way they get a Doctorate is by also qualifying in Spanish for the social sciences major. It is definitely a new trend. Russian is also involved. This is permissible instead of German in many science degrees. In physics, for example, Russian is preferred to German in the Middle West.

Dr. Moser: It is true at Penn. State that you can offer any language if the graduate school accepts it. Two languages are automatically accepted, French and German. Any other has to be approved.

Mr. Ervin: One question, you say the medical schools accept Spanish now. Is that all medical schools?

Dr. Willis: Not all medical schools. The great majority of the medical schools only ask that they have a reading knowledge of a foreign language. Apparently, they have become sophisticated enough to know that if a doctor tries to prescribe on the basis of an article he read in German, he would probably kill his patient. So they take it as a graduate tool rather than as a professional tool. They will accept almost any language, except at Johns Hopkins which has a rather special problem.

Sr. Concepta: I would like to see the groups of people who are obstacles for us to be informed of this meeting. I suggest that Phi Lambda Beta make this information available to the guidance counselors. These people very strenuously object to students taking four years of a modern language, when to be sophisticated they must have four years of Latin and French. And they are the people who steal my children from my fingers.

Prof. Hutchins: That is the source of our students in Portuguese, those that study Latin. We are very happy to get them.

Dr. Martin-Pereira: I want to make one other observation concerning the opposite point of view in regards to continuity in the language that one starts in high school. I have observed from my own students that many times students come in their Freshman year and say they do not want to go on in French or Spanish because they consider they were weak in that. And then they had enough to switch them over and in many instances they have to take the two years; whereas in some colleges they could have gone on for one year to qualify for college graduation, one year beyond what they got in high school. So, I was wondering whether we should not, really, in some different kind of approach, attack the youngster himself, because I think this student-oriented enthusiasm or student-rooted enthusiasm for the language is really the solid kind of foundation necessary in order to have the language continued. I think we all observe that students really believe other students more than they believe parents or any adult beyond twenty-five. You all remember how we had to dig in when starting FLES programs. I was working in West Virginia one time, in Tennessee another time, and I also noticed how it was begun a number of years ago in Cleveland, Ohio. We always made it a "s'instruire en s'amusant" kind of approach. If we could get a teacher, and I do not think it would be too hard to do so, who could inject her enthusiasm into just one or two high school students, because those are the ones who speak the language with their peers, and let them play at it--have a little private circle where they become superior to their associates because they speak Portuguese in addition to the Spanish or French that everybody else knows. I suggest beginning with one year, even one semester, of having this private prestige club, maybe an invitational arrangement on the grounds that, if you are an A student in such and such a language, you may be invited as an honor mark or badge to come play with us in Portuguese every Thursday, etc. Even though it would not be a very profound experience for the youngster, the enthusiasm would be contagious. Then, the next year, perhaps, the freshman would say, "Well, is there any Portuguese? I want to take it." And then there is another approach that I have come across, although it requires a sacrifice on the part of the teacher. There are so many times when parents want their children to have the prestige of taking a foreign language in the summers. You know that many colleges have these programs that step all the way down to the first graders. They have Little Red Ridinghood shows, Peter Wolf shows, and so on. It is really prestige building to parents to say, "My son is studying French in the first grade." Many times, especially in the Cleveland area, the shows are very well done. Now, if we could do this, it would mean giving Portuguese scholarships in a sense, with some dignity and honor to each of the youngsters for the summer, just a six-week course. A seven or eight-year-old group of youngsters, or five or six-year-old would take a six-week course in Portuguese, an aural course entirely, the FLES plan. Then the friends of their mothers would also want their children to have such an experience; and for each summer afterwards, two or three of them and a teacher making a sacrifice of time would first invite an interest group of the board of education to support it. The sacrifice would not have to be so completely in the realm of economics. But this I find is the best way to begin anything. It was the pattern of FLES: volunteer first, and the high school students enjoy assisting, and then they continue. Children learn from children.

Miss Gonzalves: I suggest also a volunteer course, just for the youngsters of pre-school age.

Dr. Abreu: Would they be interested in such a course instead of going to a camp?

Dr. Martin-Pereira: Their mothers would be interested in their doing so.

Miss Gonzalves: I do not get the objective here with this right here and only here. Do they not question the continuity of such a program? In our district they would. They would never introduce a program to a six-year-old or a seven-year-old, and not have a continuous program projected and the staff to handle it.

Mr. Rose: Well, you can always chalk it up to enrichment. A lot of school districts are willing to go for enrichment.

Mr. Chestnut: That has been the downfall of FLES programs for years.

Mr. Rose: I would not want to do it without continuity.

Mr. Chestnut: I hesitate very, very much to do this sort of thing and then see it fall off. We saw it in the Harrisburg area, where on Saturday mornings for I do not know how many years, we had six or seven foreign languages taught only to this age. Along came ESEA and people could get paid for doing this sort of thing, when already they were doing it out of the goodness of their hearts. With a few other things, it disappeared.

Miss Gonzalves: Why?

Mr. Chestnut: Simply there was no plan for carrying on. There was no one to carry it on in the regular program of the schools. It did not catch as you had thought it might, spreading from this small group. Teachers were available and the supervisor was sold on it--the Harrisburg supervisor was really pushing it. But it did not get into the elementary schcol.

Dr. Willis: It also happened in Summerville, New Jersey. They started with the kindergarten kids, who were extraordinarily good. They kept it up for a couple of years and we were very much impressed. The teacher who handled the course would come to the spring meeting of the teachers of the foreign languages at the university and bring a couple of her little products by the hand. They were extraordinary. And then in a couple of years, without continuity, it went out of existence.

Miss Gonzalves: Once you lose the staff members capable of carrying it out, you have lost your program. You depended on one or two persons.

Dr. Willis: It just had no where to go and it died.

Dr. Abreu: Perhaps the best thing is to emphasize the introduction of Portuguese in the last two years of high school.

Mr. Chestnut: Let us change a name if we dare, from high school to secondary school, which would then include grade seven and upward, or even grade six.

Sr. Concepta: If I started in September a cultural program with emphasis on Brazil, and I could hold up as a prize to these students that Georgetown will give, let us say, tuition--my students can go over to Georgetown for the summer. The whole school becomes like a beehive; everybody wants this summer promise. And they have this prestige behind them forever that they won this scholarship for a summer program. It does not cost the university too much to admit an alert student to the back of their room, and it makes everybody conscious of the language.

Dr. Abreu: Would they have a chance to go on studying?

Sr. Concepta: Well, if I take this and I am the teacher, this should be the privilege of the teacher who has enthusiasm. Do not give it to the school board who selects for the class someone who does not have an enthusiastic teacher. From this meeting you can pick people from different schools, and you know these people came here because they are enthusiastic. Let us say Princeton takes a boy from this area and offers to let the teacher in the area pick him. This would spread like wildfire.

Dr. Willis: We already accept high school students who outrun their school's program in language. When they hit the fourth-year level, say when they are sophomores or juniors, the university admits them, tuition free, to our next course. I have one or two every year in my sophomore Spanish Literature course. One did well enough to go into a junior course. The universities are very happy to accept a small number. They do not interrupt the class. They are very welcome.

Mr. Rose: The thing that you have to watch in introducing languages in the secondary school curriculum is, particularly with this Portuguese, the fact that there are two ways of doing it. If you offer it to eleventh and twelfth graders as a sister language to Spanish, that might be all right as long as you always keep doing it. But if you offer it only in the eleventh and twelfth grades, you do not build up the numbers that you need to make Portuguese stand on its own. We find with the other languages that we teach other than French, Spanish, and German that it is best to offer it at the lowest level, say seventh, eighth, or ninth grade, in whichever your system starts their secondary grading. Offer them low enough so that you will, in time, build to the point that you will have sizable classes. Then you will not have one person here and one there who wants Portuguese III, and you can not offer it because you just do not have the time. I would strongly recommend doing it either one of those ways. It would seem to be better to offer it at the ninth or eighth grade, whatever your system allows, unless you really had a combined program of Spanish and Portuguese, and Portuguese went right along with the Spanish--a double language program in which everybody who took Spanish also took Portuguese. Also, if half of the time in the last two levels were given to Portuguese, it could be worked out.

Dr. Willis: I have had to fight deans and budgets and was able to introduce Portuguese at Princeton only on the guarantee that it would not cut down the enrollment in beginning Spanish.

Mr. Rose: Did they care if they cut it down on beginning French?

Dr. Willis: No, now our numbering is such that in the fourth semester of college, the advanced language is 107. So I invented Portuguese 108. The prerequisite was Spanish 107, and I taught it on the basis of conversion, not beginning from scratch but using the knowledge. We worked particularly on the necessary phonetic changes and some of the semantics, and so on. We also had a program to send our students to work in foreign countries, and I was able to land them jobs in Brazil. One of them worked with the government. He was a pre-med student and worked in a government research laboratory. And that one semester on top of the four semesters of college Spanish made it perfectly possible for those boys to be employed and to work in a laboratory in Brazil. That is simply an empirical fact. One difficulty was that I did not know of any book, any teacher's manual, or any grammar, that is for the advanced Spanish student's retreading into Portuguese. That would be another very useful tool. We have all done it but it has not been formalized. Now your plan, the two-track system starting with Spanish and moving on in the advanced years into Portuguese, is very feasible.

Mr. Rose: I do not know if you would be able to drop the Spanish. I was thinking more of keeping on with the Spanish and the Portuguese, too, because you know how quickly language falls into disuse, and the high school student would not have had enough background in the Spanish. If you split it, it might be worked out.

Prof. Hutchins: What about Portuguese and French instead of having Spanish?

Dr. Willis: You could do that too.

Mr. Chestnut: This is another problem for us to get across to the guidance counselor. So many of the guidance counselors are pushing two of the unholy three, math and science. Foreign languages is third. They have pushed these other two so that even the best of the language students, who may and may not be science or mathematics students, have been told they cannot take foreign language because they must get the others. Again, in Pennsylvania's rules and regulations on curriculum, we do permit a student who wishes to major to take more language, to waive the mathematics requirement from graduation from high school if he adds a second language.

Prof. Hutchins: That is the same in Maryland.

Mr. Chestnut: Unfortunately, a great many of our guidance people, and a great many of our administrators, seem never to have read this curriculum. I have called it to their attention constantly, and they are still surprised.

Dr. Willis: Does it give any trouble for college admission to drop the math?

Mr. Chestnut: I would not think it would give too much trouble, if it is presented as part of the transcript and fully explained.

Mr. Rose: Getting the guidance counselors in is very important. I am the county supervisor. I have a large district and I put out a newsletter every other week, although the distribution usually does not go to guidance

counselors. The letter is mostly on methodology, techniques, etc., and is sent to the foreign language teachers. Whenever there is anything in it about foreign language teaching sequences, enrollment, trends, and things like that, then I send a copy to each of the 200 or 300 guidance counselors in the district. Also, each of the guidance departments of the schools must have a guidance directors' or guidance counselors' meeting at regular periods. As you know, some of the counselors have ideas, but in part it is not their fault. I feel that in part it is our fault in that we have not told them often enough. We talk about it, but we have not got it over to them. They have math, science, history, and everything else with which to contend. We should invite them to meetings, inservice meetings of the foreign language teachers, especially when such meetings deal with sequences, college admissions, or something like that. It is our responsibility to get the information to the guidance counselor, and not just to blame them all the time. Often we ourselves are to blame.

Dr. Martin-Pereira: Is there any kind of an association that takes care of the guidance counselors?

Mr. Rose: There is something called Personnel Guidance Association.

Miss Rameh: Would that help, to get in touch with them?

Mr. Chestnut: Is that over several states?

Mr. Rose: Yes, it is nation wide.

Dr. Abreu: What would be the best way to contact them, to have a committee go over and talk with them?

Mr. Rose: No, I think if this organization would send a letter to them, giving this information to them, they would be glad to publish it because they are very glad to have information from different sources.

Miss Rameh: Then you can get meetings in different places.

Mr. Rose: The best work is done by individual schools or individual districts with their own guidance people. You only have to take the initiative.

Dr. Moser: Well, now my brimstone nature comes out again. What you were saying is fascinating, but how are we going to introduce a teacher of Portuguese into schools where there is none? I think one thing that you have to watch very carefully is the problem of training and making available the personnel after the P.T.A., the board, county, state, and everybody else gets lined up. You still need the enthusiastic teacher. Anyway we look at it, you have to have the teacher who can teach Portuguese.

Mr. Ervin: You are right. One of the members of this Conference said that they have classes in Portuguese, including a minor in Portuguese. If we have a demand for teachers, she can channel them directly into that.

Mr. Rose: Well, I got a letter from Vanderbilt a year ago saying if we had enough classes for Portuguese, they would supply the teacher.

Dr. Abreu: They have been contacting all universities that have students ready to teach Portuguese. They expect graduate students to contact Vanderbilt, and then Vanderbilt will have teachers available.

Dr. Willis: It is really a serious problem, because even in a prestige school like Lawrenceville, which is near my town, they have large numbers of students enrolled in Spanish, and a number of French teachers who were good but suddenly found themselves teaching Spanish. Among them is a classmate whom I will not mention by name. His Spanish was not good, slightly Gallic, and it has remained that way until this day. He is still teaching this Gallic Spanish. We want to get good teachers, capable teachers, well trained teachers. A poor teacher could only sabotage the course at the start.

Dr. Abreu: We have two or three very good teachers.

Miss Rameh: Could a foreigner teach in the high school?

Dr. Willis: Yes.

Dr. Abreu: Would they accept a part-time teacher?

Mr. Rose: We have a teacher of Chinese that teaches one class at one school. We would work out any arrangement, but that varies with the district.

Mr. Wachholz: There is a problem with teachers coming from other cultures. In some cases they have a certain difficulty adjusting to the society here. I think the selection has got to be made very carefully.

Miss Gonzalves: Is there a list of scholarships and fellowships available now? This has been the selling point I have been making to my students. After the December AATSP meeting in New York, Phi Lambda Beta announced this full four-year scholarship. I have been telling my students they are very foolish not to pick up free scholarships. This has been my selling point. I would like to know more about these things, even small scholarships. It is an incentive to get students interested in Portuguese. Now, if we had a list like this to take back and to circulate in many of these schools, I am sure the teachers would try to get these students interested, and then your demand might require a teacher.

Mr. Ervin: While we are on the subject of scholarships, I wonder if several small ones are not better than one big one.

Dr. Martin-Pereira: Perhaps it is wiser to offer a thousand dollars for ten students per year if you can.

Dr. Abreu: I think a full scholarship for four years is better than several small scholarships.

Dr. Martin-Pereira: My idea is to spread a little money around among many people. So anybody who received any grant becomes your emissary. Whereas if you limit all your money to one mouthpiece, you have that much less with which to work.

Dr. Willis: You must be careful not to reach the point of diminishing returns. If the grants are too small, you lose friends. If the scholarship holders have not enough money, they have to moonlight, etc. A scholarship grant has to be sufficient.

Miss Rameh: It has to be a considerable amount.

Miss Gonzalves: I have another question here. Year after next we plan to start Portuguese in our school, but only if I can pick up Portuguese and teach it myself. Supposing I should drop out, how could I give them proof that this program would be a continuous one? Where do I find a teacher to replace me? It is easy to get the first teacher in, if you yourself are going to make sure you get the training and try to do the job, but where do you get the second one? In our school district, this is what they want to know. They do not like to add new things unless they are fairly certain they are going to be continued. We have had too many programs started, like French in elementary school, without any continuation of that same program on up. Now, if I say, let us add Portuguese in senior high, they would want to know, if I drop out, what do we do with the Portuguese? We do not want to depend on any one individual.

Dr. Abreu: Well, Dr. Andrews has been saying all the time, "If you know of one school that wants to teach Portuguese and they say they do not have the teacher, contact me. I will do it. I will get a teacher."

Miss Gonzalves: But, he means a teacher for a full day's program. We would need a teacher for one class.

Dr. Abreu: Would they not accept anybody part-time?

Miss Gonzalves: Yes, but I am sure it would be difficult to send out a person to teach one class a day.

Prof. Zamarin: He could teach another subject. I had a student who wanted to teach Portuguese, and he took a position as a French teacher, with the promise to teach Portuguese next year.

Miss Gonzalves: I do not think that would lend itself to this.

Prof. Hutchins: Yes, a lot of Brazilians come to the U. S. to teach French and Spanish.

Miss Gonzalves: We love to have combination teachers in languages. We have presently set a ruling that we will not employ anyone without two languages in addition to English.

Dr. Moser: With a Brazilian Consulate in Philadelphia and everything?

Miss Gonzalves: We have not had applicants that have offered Portuguese as a second language at all. I have applied or put in a request to universities and colleges, etc. We have difficulty getting language teachers of any kind, period. We have had three positions open this year, and we were interviewing

candidates up to the last minute. We finally filled the last position, and we do not get the best of the offerings from the colleges and universities. What I am saying is: this is all very fine, and I am willing to go ahead and try; but then I have to assure them that there will be somebody to continue.

Dr. Abreu: How can you look for a teacher of Portuguese in Philadelphia? Have you contacted the Brazilian Consulate?

Miss Gonzalves: My point is we will not be adding it this coming year, but the following. My question is how are we going to assure them of a continuous bilingual type of situation there?

Prof. Hutchins: I do not know how you can. I think you should contact your Brazilian Consulate, and then you have your Bahia-Pennsylvania Society, where you have a lot of interest. Based on a need for someone to teach Portuguese, you simply ask them to do it. Invite them and so forth, but find somebody with a lot of interest. People will like to do it.

Dr. Willis: The sister-state or city deal is a very good one.

Dr. Moser: They have a really positive committee in Philadelphia.

Miss Gonzalves: What I am saying about this sister-city deal is that we have had negative experiences with exchange teachers. It has left the District with a very bitter taste about exchanging teachers.

Mr. Rose: I think it is a mistake to have these exchange teachers work all by themselves. They work best when teaching on some kind of cooperative basis. The thing is that, while they are obviously good in the language, what they do not understand is the non-foreign speakers' difficulty in grasping concepts. I have sat in classes with exchange teachers where the children could not get something, and the teacher did not know why they could not get it. I think that if the exchange teachers were used in concert with an American teacher, we would be using them to advantage and many of the difficulties would be overcome or avoided.

Mr. Wachholz: I would like to recommend that we discuss the ways of keeping in contact on a regional basis. I think we are relatively close to each other, and I think that one of the advantages of this type of meeting is that we will be in geographical proximity. I think we should make some provisions for continuity of this regional group.

Mr. Ervin: That is a very good idea. If you want to communicate with me, our names are all in here. I would be glad to distribute information and I will contact Dr. Abreu.

Dr. Abreu: I think it would be better that we have periodical meetings.

Dr. Martin-Pereira: Yes, I was going to follow in support of Mr. Wachholz' suggestion that we try to have some continuity in our organization, some

regional plan. It might be helpful if you, as chairman, would assign to each of us--partially I think you have done that--some particular project to report on at a given date next fall.

Dr. Abreu: I think we should have lots of publicity too. Who would like to be in charge of publicity?

Mr. Wachholz: I would be willing to volunteer, say, to prepare releases, provided I was given the information from other people. I would simply be a focal point and prepare releases.

Miss Gonzalves: Would there be any wisdom in our trying to get somebody in Georgetown, perhaps our chairman or our secretary at this session, who teaches Portuguese in this area, to come and give a talk with a demonstration program at a meeting for language teachers?

Dr. Abreu: I think that is an excellent idea.

Sr. Concepta: I can supply the students.

Mr. Rose: When you do it at a teachers' meeting, one of the schools could supply some students that have not had any Portuguese.

Miss Gonzalves: We did this kind of thing last September with a group of students who had no language background. We put them on stage, and all of the parents in the district were invited. We had the song from Modern Language Association, with a target language being English. It worked beautifully. The parents were really sold on the audio-lingual approach. We chose volunteers at random, volunteers that had no language or language background whatsoever.

Mr. Ervin: I will tell you one thing that I think might be very effective. Mr. Rose, for instance, gets all of his county together--It is one of the larger systems and he gets several hundred language teachers together. Now, if he can make the presentation to them, to try to attract these language teachers into qualifying also in Portuguese, that could be something.

Mr. Rose: It is no trouble to get a class of students. We have done that before and they will volunteer.

Miss Gonzalves: It works better with students.

Dr. Abreu: Now, we are going to the first item, a list of materials now being used in high schools. Do you all have this list given by Dr. Andrews? List of materials: we do not have a list of materials in high schools right now because there is only one high school. Would you like to tell them what you use?

Mr. Ervin: I am using Sá Pereira's Brazilian Portuguese Grammar and the army or the military tapes. Dr. Abreu, what is the title of your text?

Dr. Abreu: Português Contemporâneo. Miss Rameh and I are the authors. It is published at Georgetown. When we wrote it, we had in mind that it should be good for high schools, too. So we made the lessons quite easy. They start by a very short dialogue that the students should memorize, and then they have lots of exercises on the structure. We do not have much explanation on grammar, just exercises. They learn grammar through exercises.

Dr. Willis: Is the explanation in Portuguese or English?

Dr. Abreu: In the first book, in English. But the explanation is only two or three lines. The first book does not have any readings. We do not believe in readings for beginners. We think that they should hear and speak. The first day in class they speak Portuguese. It is very exciting because they memorize the dialogue and they talk to each other. Of course, there are other good materials. There is a good book by the University of Wisconsin, but I think it is a little more difficult. The book published by the University of Texas is a very modern one based on the audio-lingual method. The next item concerns the list of high schools interested in establishing a Portuguese language course.

Mr. Wachholz: I am authorized to state that W. T. Woodson High School in Fairfax, Virginia, is very interested.

Mr. Ervin: J. E. B. Stuart High School, Falls Church, Virginia, has a class.

Sr. Concepta: I am not authorized, but I want to introduce the study of Portuguese in a cultural course which I am having in September on Latin American culture. This I am authorized to do. But it will be a step in the right direction.

Dr. Abreu: When do you think you are going to start? Next year?

Mr. Wachholz: Informally, this year and probably formally next year.

Miss Gonzalves: Rose Tree Union will be starting a year from September.

Mr. Chestnut: I think also the Philadelphia School System is so large that it would be almost impossible to give a name of a specific teacher right now. But the Philadelphia School System is interested in introducing Portuguese.

Dr. Abreu: The next item is relative to a list of teachers now prepared. We can make a list here.

Mr. Ervin: Mr. Wachholz is thoroughly prepared; he is trilingual and speaks English, Portuguese, and German.

Mr. Chestnut: This brings up a rather interesting question that probably could lead to bloodshed--mine. What do you people consider to be the properly prepared teacher of Portuguese? Now, as far as certification in Pennsylvania

is concerned, at the moment, we require for foreign language certification twenty-four hours in the language or completion of what is known as an approved program, under the MLA type of program description. But twenty-four hours is the requirement in the language. In addition to that, there are other requirements for general education and professional educational courses.

Dr. Moser: Plus American history or Pennsylvania history.

Mr. Chestnut: I think that this has just been deleted along with the AV requirement. Six institutions in Pennsylvania offer Portuguese. The indication I have is that there is not one that offers more than twelve undergraduate credits.

Dr. Moser: How many graduate credits?

Mr. Chestnut: How many does Pennsylvania State offer?

Dr. Moser: Twelve, plus a course this fall in Brazilian literature.

Mr. Chestnut: And the University of Pennsylvania offers twelve, Temple, six; St. Joseph's, eight; Lehigh, six. These are all undergraduate credits. Pennsylvania has graduate credits.

Dr. Willis: How would you get the twenty-four credits then?

Mr. Chestnut: It is possible to be certified with less than the twenty-four credits, if an institution which has program approval certifies that you have completed satisfactorily the program offered by that institution, and if the institution is willing to stand behind certification of the individual.

Dr. Abreu: Twelve credits to teach Portuguese is very little.

Dr. Moser: What some people have done, though, is to go to summer programs, for example, at the University of Texas or the University of Wisconsin to pick up additional credits.

Mr. Chestnut: I think I will go back to my original question. What do you feel, if you are going to measure credits, rather than by proficiency, would be the minimum number of credits they would need?

Dr. Abreu: Twenty-four. I think twelve credits is very little. Nobody could teach Portuguese with only twelve credits.

Dr. Moser: Unless a person has some additional experience.

Mr. Chestnut: Here again, as far as Pennsylvania is concerned, we have been having meetings all year long because the State Board is taking a good, hard look at certification. Next week we are having a conference in Harrisburg, where people will be sealed in a closed room until they come up with the completely rewritten set of certification regulations. Some of the things that you people may recommend here, I would like to see get into that room before they seal up the door. So this is rather essential for us to consider right now.

You probably also know that Pennsylvania requires of all candidates for certification in foreign language the four-skill section of the Proficiency Examination in their language proficiency examination. We have cut-off scores that vary from section to section, from language to language, but they come out to almost 25 per cent in each case. We had originally hoped to base most of the certification on the demonstration of proficiency, which was measured by this examination; but many of our people in teacher certification are reluctant to abandon the old credit idea. We would also like to see a combination of the Proficiency Examination as part of an approved program. Once we get our seventy-two teacher-preparation institutions in Pennsylvania to agree to this, then we will not have to be nasty to people in Harrisburg who require this horrible thing of prospective candidates in teaching foreign languages. This is a very definite problem for us. I imagine it will be one for other states as well.

Mr. Wachholz: Does that require twenty-four hours in a state-side institution?

Mr. Chestnut: We would accept the native speaker who has the equivalent of a U. S. Bachelor's degree and who submits passing scores on the Proficiency Examination.

Sr. Concepta: Mr. Chestnut, if you have a teacher who teaches two foreign languages, does that teacher have to have twenty-four credits in both of those two languages?

Mr. Chestnut: Up until February of this year, the teacher who taught two foreign languages had to have the twenty-four in the first and twelve in the second. As of February, the State Board removed the twelve and made all of them twenty-four. There is a way around it by taking an approved program which may have the approval of the individual's institution for less than the twenty-four credits. Until the close of the fiscal year to the end of this month, there are ways and means of getting around it, but I am afraid that with the new certification regulations going into effect, they are going to be rather strict.

Dr. Abreu: Our next item is a list of teachers interested in becoming prepared. Does anybody have any information on this subject?

Mr. Rose: We would have to send it to you.

Dr. Abreu: There is a list of colleges and universities now offering Portuguese.

Mr. Chestnut: In Pennsylvania, there are some additional colleges which have expressed an interest in adding Portuguese to their programs. Kutztown State College, for example, happens to have a large foreign language department, and prepares a large number of teachers, probably the largest number of foreign language teachers in the state. St. Francis College in Loretto, Rosemont College, the Pennsylvania military colleges, and Gannon College are all interested. Kutztown is very definitely interested and was planning to institute it in September, but the person who was going to do it decided to go somewhere else. All of these prepare teachers; all of these are authorized to prepare teachers.

Dr. Abreu: The next item on our list is the predominant methodologies in use.

Dr. Willis: I think we should discuss methodology in respect to the person who has Spanish as a first language. I just wanted to leave that on record because it is not the same procedure as for the person starting from zero. I would like to leave with this group the notion that sufficient exploration has not been done on the methodology of the transfer of a closely allied Romance language. It is a very different problem if starting from scratch.

Dr. Abreu: I think in the future we should have a book to teach Portuguese to students who have studied Spanish.

Prof. Hutchins: If you have a person whose native language is Spanish, it is very seldom that he gets a good pronunciation.

Mr. Chestnut: May I make some remarks about methodology, namely, the goals we are going to set for instruction in a high school. I have a feeling that foreign language teachers in the past have tried in many cases to make this an intellectual process, similar to a college program. I think that we at this meeting have been talking a great deal about graduate education, about scholarly work, about the intellectual elite. If we are going to be talking about introducing Portuguese or any other modern foreign language in the secondary schools in this country, we are going to have to talk about, not necessarily college-bound students, but the average and even some of the below average students who can learn a foreign language. We know this from studies that have been made. The secondary schools' main task probably should be the development of fundamental skills. If we can go beyond that, if we have a long enough sequence and time to do it, we can add some of the rarefied intellectual levels of literature. The basic thing is listening, speaking, basic fundamental reading, and basic fundamental writing. This is quite different from creative reading and writing.

Dr. Abreu: I think this is true not only for high school students, but for college students and Ph. D. students. They do not know how to speak the language; they have first to learn how to speak; then they go on to the intellectual part.

Mr. Chestnut: If the secondary schools could prepare the students to do this, they will be ready when they get to college to do the literature in the language, instead of in English, and get credit for it in the language. If they are not going to college, they may be going to technical school, where they will be able to develop it when they go into the armed forces and use it properly, and take specialized courses there without having to go back and be retreaded all over again. I think it is essential that everyone involved in this program here and those who are going to hear us talk about it understand what we are about. Otherwise, in the words of William R. Parker, "The public may wake up and find out that we are not doing what we say we are doing in instruction in foreign languages," and we are back where we were twenty-five or thirty years ago.

Dr. Willis: There is one thing we should also remember--that one of the language skills, as you pointed out, is reading, and reading need not be the menu. It can have an intellectual content graded to the seventh grader or the fifth grader, and I think we should not let that side disappear from our teaching. Reading can be and should be an exciting and stimulating experience, adequate to the intellectual age of the student.

Mr. Chestnut: I agree. Of course, that implies the creation of the proper materials for induction. We have a dearth of such fundamental instructional materials in Portuguese as well as in several other languages, where we have practically nothing available.

Dr. Willis: Brazil and Portugal are both very lucky in having some excellent children's stories and children's poems.

Mr. Chestnut: These may be very good for the same age student in Portugal or in Brazil, but the linguistic maturity of our student is not quite the same and will create difficulty.

Miss Gonzalves: Is there not the danger of insulting their intelligence by giving them a story for a six-year-old?

Dr. Willis: No, you fit it to their intelligence. It is not a very stimulating thing to put a fourteen-year-old student up against a conversation that has simply to do with choosing bananas at the table. There should be a challenging intellectual content, and there can be with carefully chosen materials.

Dr. Abreu: When I started a foreign language, I think the excitement of understanding was so high that really the subject was not so important. Now, let us go to our next subject, which is a teacher exchange with Brazil. We have not discussed that fully. Do we have any suggestions concerning the M.A.T. program in the Portuguese language, or the possibility of language study in Brazil? The universities have this exchange program.

Mr. Wachholz: We have an American Field Service in our county. From time to time we do send young people to spend their eleventh year in Brazil and come back for their twelfth year. They are very fine ambassadors for Brazil and for the Portuguese language. It would be hard for us to guarantee that the choice would be made for Brazil in any one particular year, would it not? How many do we choose, countywide, per year?

Mr. Rose: I think only about one per school. And we have eighteen high schools.

Prof. Hutchins: That is student exchange.

Dr. Abreu: What about teacher exchange?

Mr. Chestnut: We have a possibility of a primarily one-way teacher exchange. Most of what we have been doing under the State Department has been one way from Germany with some from France and some from the Spanish

speaking sections of South America; but there is no reason at all why, if we had a place to put a Brazilian teacher, we could not bring someone from Brazil for a year or two years as an exchange teacher.

Dr. Moser: There have been some students from Pennsylvania who have gone down to Bahia.

Mr. Chestnut: Yes. What do you think of the possibility of sending practice teachers to do their student teaching in Brazil?

Miss Rameh: I do not think it will help them at all.

Dr. Willis: They would have to be trained first.

Miss Gonzalves: Their practice teaching here should come prior to that.

Dr. Abreu: But in teacher exchange, you would have the problem that they would come here, and they would not understand the American students.

Dr. Moser: One idea was suggested that we set up a teacher aid service, people that would travel from school to school and be at a school six weeks or so. Could that be arranged?

Dr. Abreu: What is the purpose?

Dr. Moser: To bring people here as teacher aids, not as exchange teachers exactly, but as people who will help the teacher who is here, as a mature speaker and as a resource person for cultural programs and so forth, and then would move on.

Mr. Chestnut: It has been suggested by the people in the U. S. Office, as a possible variation on the NDEA institute, that a university such as your own take a Brazilian teacher, and, within five or six surrounding school districts, have that person spend an hour or two each day after school with the teacher in the classroom, bringing that person up to the proper linguistic and cultural levels, and then spend, perhaps, another hour each day, rotating from one school to another, in the classroom as a resource person to add something of a live cultural asset. I think it would be wonderful. This is suggested by the Office of Educational Personnel as a variation, an innovation on NDEA summer institutes. It would not be a summer institute; it would be a year long institute. They would look with great favor on this.

Mr. Rose: Do you think that our group would be in favor of this?

Dr. Abreu: I am not sure yet.

Dr. Moser: For one class in the high school to bring in one Brazilian as a resource person? How can you justify that?

Mr. Rose: For six weeks?

Mr. Chestnut: The idea would be not just one school district but several school districts. One person might be feeding into five different classes.

S E M I N A R II

Alabama, Georgia, Tennessee

CHAIRMAN

Dr. Manual Ramírez, University of Georgia

SECRETARY

Dr. Earl W. Thomas, Vanderbilt University

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Miss Ruth E. Knowlton, Memphis City Schools, Memphis, Tennessee
Mr. James MusKelley, Tennessee State Department of Education
Mrs. Lee R. Shaw, Chattanooga City High School, Chattanooga, Tenn.

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Dr. Lyman B. Burbank, Vanderbilt University
Mrs. Irwin B. Eskind, Nashville Board of Education
Sister Mary Gregory, St. Cecilia Academy, Nashville, Tennessee
Professor William Griffin, George Peabody College for Teachers
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Miss Anna Pellegrini, Christian Brothers High School, Memphis, Tenn.
Mrs. Virginia Sutter, Berry High School, Birmingham, Alabama
Dr. Gerald Wade, Vanderbilt University
Mrs. Earl W. Thomas

Dr. Ramírez: Ever since I was invited to this particular meeting and asked to be chairman of this seminar, I have been asking myself just exactly what we could say in view of the fact that we represent three states in which, with the exception of Vanderbilt University and possibly the University of Tennessee, I do not believe there is any Portuguese taught.

Mr. MusKelley: There is one at the University of Tennessee and one at Memphis State.

Dr. Ramírez: Since we do have the schools you just mentioned--Memphis State, the University of Tennessee, and Vanderbilt--we can offer some information in respect to some of the items mentioned in the guide line. The first item concerns information regarding the lists of materials now being used in high schools, and the recommendations for changes, deletions, addenda, and new materials. Mr. Cavaco, who is one of the delegates to this Conference, recently published a mimeographed item entitled The Teaching of Portuguese in the Colleges and Universities of the United States. By sending out a number of questionnaires, he found that 117 universities now accept Portuguese as a language entrance requirement. Twenty-nine of the universities that he contacted require no foreign language at all. One hundred and one of these universities do offer courses in Portuguese; thirty-five offer degrees in Portuguese, and ten of them have study programs abroad. Seventy universities that answered his questionnaire plan to expand their present program while twenty-three intend to introduce Portuguese. You can see there is a very definite interest on the part of the universities. I am saying this particularly to those of you who are in the administrative end and would like to know where are we going to get the teachers. Now, let us get back to the specifics of our seminar. I mentioned the first item listed, that of the materials that are presently being used. Miss Breedlove, who represents Alabama, I wonder if you have any information of any schools or universities which are teaching Portuguese? Do you happen to know of any text books being used?

Miss Breedlove: Specifically, I know of none for high schools. I think that our best resources would be the schools that are actually teaching Portuguese on the college level, such as in Massachusetts. The only resource left that I could come up with myself was the last MLA Selective List of Materials, with which all of you are familiar. They date back to the 1930's or farther. We need new ones. There is the MLA Selective List plus its Supplements and a list which we have developed in Alabama, just in the hopes of someday being able to offer Portuguese. That is under the Alabama title, Master List of Equipment and Materials for NDEA. And then, of course, there is Source Materials for Secondary Teachers, a brochure which gives some help; but regarding our specific programs in exact materials, the sources are all that I am able to give.

Dr. Ramírez: You do not have a Portuguese program at all?

Miss Breedlove: No.

Dr. Ramírez: I am in contact with the department from time to time; Portuguese is not offered at the University of Alabama.

Miss Breedlove: At one time Springhill College in Mobile did offer it.

Dr. Ramírez: Auburn does not offer it. With respect to Georgia, there is no program at present in any of the high schools. We have no program at the University of Georgia, I am sorry to say, although we are hopefully looking forward to next year to starting the teaching of Portuguese in my department. There are no other colleges except the possibility of Emory. As to the state of Tennessee, suppose we start at Vanderbilt. Dr. Thomas, would you care to tell us what you are using?

Dr. Thomas: We have different levels. The regular 101 course used the Leroy grammar, University of Wisconsin, and I have a rapid course in which I use the old Williams' First Brazilian Grammar. We are changing the 101 next year to the MLA text. For readers we have two books, Contos do Brasil and Teatro Brasileiro Contemporâneo by Martins and Menton.

Dr. Ramírez: You have advanced work?

Dr. Thomas: Yes, but we get books from Brazil for that.

Dr. Ramírez: The first-year work has laboratory tapes with it, does it not?

Dr. Thomas: Yes.

Dr. Ramírez: Outside of the change that you mentioned, going to the MLA book, do you have any recommendations for us regarding the changes in respect to the books you just mentioned?

Dr. Thomas: I have not used either one yet. We decided to use the MLA book on a trial basis.

Dr. Ramírez: Is it a traditional grammar approach?

Dr. Thomas: No, it is based on considerable revision of Modern Spanish. This is a text which is intended for use either in high school or college.

Mrs. Shaw: May I say something about the Modern Portuguese? If, for example, they should be used in high school and there is no second book yet available, could this book be written to be used for two years at the high school level?

Dr. Thomas: I have not yet seen the second part. It might be because it was intended to cover the first year of college, and should, in turn, cover two years in high school.

Dr. Ramírez: Dr. Ellison said it could be divided.

Mrs. Shaw: Do you have anyone in your teacher preparation program who is preparing to teach Portuguese at the secondary level?

Dr. Burbank: No, we do not. We are in a unique position where we have a Master's program and would be delighted to have people in it. I have always maintained that if we had any applicants--I am talking about the graduate M.A.T.

program now--they would be in a unique position of having the doors wide open. We would love to have some. The thing that has to be done is to get a school system which will, in effect, say that if such and such a candidate gets a M.A.T. degree from Vanderbilt in Portuguese, they will hire him. I have always held that we should not accept anybody into the program except with the clear understanding that it will be almost impossible to place him when he graduates. Any time that we get applicants we would love to consider them and help them if they are qualified, but only with the understanding that it is very difficult to place them. As far as the undergraduate program is concerned, somewhat the same applies. A student in good standing in the university may enter the undergraduate program. We do it in the sophomore year. Do you know how many majors there are in Portuguese now?

Dr. Thomas: There are not any majors yet because our major program is new and begins in the fall (1967).

Dr. Burbank: So up until now, actually, it would have been somewhat difficult. But certainly from now on, we can work it out if we have anyone majoring in Portuguese who comes to us.

Prof. Griffin: How could you give a M.A.T. degree in Portuguese without any place to give the person student teaching experience?

Dr. Burbank: We would probably do what we have done in one or two other cases. That is have them do student teaching in their minor subject. Of course, this presumes they have a minor which is classified by the state as a teachable subject. If this is impossible, then we have the assurance from the state certification office that, if we have to make some special adjustment for their teaching in a college freshman class or something, this will not keep them from being certified. We have never had to resort to such measures, fortunately. I did get their assurance in the case of German once, before the German programs for the schools in Nashville improved considerably. When German was just starting, we faced this same problem; and they assured me that, if it was necessary to do this, it would not keep them from being certified. You do not have this assurance from any other state, only from Tennessee. But it is much more likely that we could work it out so that they could do student teaching in their minor subject.

Dr. Ramírez: You mentioned that Memphis State offered Portuguese. Do you happen to know anything about their materials there?

Mr. MusKelley: They use Williams' First Brazilian Grammar, and they have the tapes to go with it. I do not know about their choice of a reader. Dr. Gordon Brown is the teacher. Moreover, to my knowledge there are no private schools which offer Portuguese.

Dr. Burbank: If any of you know of a school which wants to put in a program--secondary school, public or private--or if you think they might be willing to consider someone in advance, so to speak, we would like to know about it and work with them to see if we can make some sort of arrangements.

Mr. MusKelley: I would suggest on that, that this person be certified in more than Portuguese.

Dr. Burbank: I think this is essential.

Miss Knowlton: We have Chinese in one high school. This is arranged through an organization which is interested in seeing Chinese develop. They pay the teacher while we furnish the textbooks. Possibly something of this type could be done in Portuguese. You train the teacher while another organization takes care of paying him to get it started.

Dr. Burbank: I think this is the only way. They do this in one of the schools with Chinese. They have quite a Chinese program in one school in DeKalb County, Georgia.

Miss Knowlton: We did the same type of thing with Russian. We had a Russian class from 7:30 to 8:30 in one high school. Now we have four high schools offering Russian. I think most schools would be happy to have that kind of an arrangement, one where they could do it without tying up the budget completely or feeling that they are obligated to a teacher.

Dr. Burbank: Another problem is the willingness on the part of a school, when it institutes one year of Portuguese, to say that this is the beginning and that it intends to have two, three, and four years of Portuguese. Otherwise, a lot of parents in the community will be unwilling to experiment. Until the schools will actually state that they intend to do the third and fourth years, a lot of parents will tell their sons and daughters not to take it because it is a passing fancy. I hate to say this, but I have come to the conclusion that your chances of doing this with a small group are better with a private school than with a public school. Of course, in Tennessee the law states that you have got to have ten students before you can have a class. Well, you get eleven that sign up for the first year; the second year you get five; and then they have to cancel the class in a public school.

Miss Knowlton: It is not that you cannot have the course with fewer than ten students, but that you cannot have state funds. Where an outside organization pays the teacher, however, this would not be a concern.

Mrs. Thomas: The school in our area, Brookmeade Elementary School, received a grant from the federal government and has become more or less a demonstration school. I admire the principal there and I think he has a lot of wonderful ideas. One came from his choral group, which takes one hour a week from their class period. Fourth, fifth, and sixth grades belong to the chorus. Mr. Tarkington, the principal, did not approve of leaving the other students to do busy work while some students who had a special talent were asked to develop it. So he thought up the idea of clubs or interest groups. This year he introduced French. He had French, Science, Art, Puppets, and Dramatics. I like the idea of clubs anyway; so I went over there to see him. The response to the clubs on the part of the students was very enthusiastic: "I am changing to French. My mother says this will help me in college," etc. I am so happy we have this attitude in our community. Mr. Tarkington said he was hoping that I would run one in Portuguese, and I agreed. There were ten interested students. I started working with these children, and since then I have begun to wonder why they chose Portuguese. It was relatively unknown. It took a great deal of time, but we worked up a fine spirit. They

came every day. When I was not giving them something like the history of Brazil, etc., I just started out with concrete things, speaking Portuguese naturally, explaining some things and not explaining others. Instructions in Portuguese I never mentioned much, and they absorbed those rather naturally; they were right at that age, nine to eleven, and really all set-up for the language. They absorbed a lot, and they were not aware that they were understanding what I said because I just went on naturally. We have always talked about the new theory of teaching orally, not showing your written words, so I started out. They would ask how do you write something. "No," I would say," I am not going to show you a single thing written; I am going to wait and have you do it by ear." You know what they did? They made out their own spelling and they were spelling it wrong. I started mimeographing all the active vocabulary words. They might as well learn the correct way. We had this only once a week. Now you know that it was not a very good situation for teaching a language, but I was glad to have it once a week. I was really amazed at what those children could retain from one week to the next. At the end of twenty-four lessons, we inquired whether Vanderbilt would be interested in making a film of the class so that we could show it at the Conference. Unfortunately, we could not get clearance in time. We finally did make the film but not in time to make it available now. I thoughtthe children did very well. They were nervous and quite tense, but they did respond.

Miss Knowlton: When the children register for languages, I think that the practical problem is that they do not want to drop the French, or they do not want to drop the Spanish, etc. You almost have to get very talented students to take the Portuguese over and above the other languages.

Dr. Burbank: What you say is true. When we were trying to get German and Russian into the schools, we had experiences in this community with what I call the French-Spanish lobby. It is not only the students who do not want to begin a new language; it is the parents and the teachers. If you talk with some of the administrators about German or Russian, they are enthusiastic about it; but the minute the Spanish and French teachers hear about this, all they can see is students being taken out of their classes, and they resist it. This is a very serious problem. You have got to convince the parents, and in an attempt to convince the parents, you have got to say to them, "Look, this is not just a one-year program. This is going to be two, three, and then four years." You have to plan it that way. The problem for us is not with the universities; it is with the schools. As Dr. Harris, the Superintendent of the Metropolitan Nashville Schools says, "Everybody wants to put something new into the curriculum, and nobody wants to take anything out." Within limits, there is a certain justification for this feeling.

Miss Pellegrini: In some schools they talk about financing the extra language from without. The Catholic high schools in Memphis have the children pay individually, which amounts to a sponsoring organization.

Dr. Burbank: This has been problem number one. I think we can learn a great deal from the introduction of German into the schools. It has been a slow process, but it is off the ground now.

Miss Knowlton: I think we have to plan on our schools where students can start a language as freshmen, rather than have the two years Latin and then going to a modern language as a junior. If the course is not confined exclusively to juniors and seniors, you are more likely to have students. Good students as freshmen could do it just as well.

Miss Pellegrini: I come from a comparatively new school, which is just six years old. We have offered German since the second year. One teacher is teaching Spanish and German. We cannot have the ideal situation everywhere, but we started when the school was opened; we have had a great deal of success with German.

Dr. Burbank: I think one or two of the schools around here have had a good deal of success now that German is off the ground, but it took quite a while. It is going fairly well now.

Mrs. Thomas: It seems to me that to get this program off the ground, the best way to start is by working through the Spanish teachers that you already have. If you could get an NDEA institute and teach Portuguese to some of them, there would not be complications in what they are doing already.

Dr. Burbank: I am of the opinion that we now have in the undergraduate Teacher Education Program two people in Spanish who have minors in Portuguese. We have one of which I know. And this is another way of doing it. It is a perfectly sound way of doing it. As long as they are certified to teach Portuguese, this is fine. It is a good combination, Spanish major and Portuguese minor.

Miss Knowlton: I talked with two of our Spanish teachers, and they were very much interested if an institute could be started.

Dr. Thomas: The big problem here, for an institute this summer, is that the government requires a commitment from their principals that they would teach it. They do not have to teach more than one class of it, so they have been interpreting this as liberally as possible.

Miss Knowlton: It seems to me that, since in your more commonly taught languages your enrollments have increased so, it is not at the present so much a competition on the part of the other language teachers as it is a matter of the administration's accepting that we are going to start another language. They are saying, "Oh, my goodness, we cannot get the teachers now for what we have got. What are you talking about?!" So, I think you have to work ahead, if they would be there next year to get the administration to say, "All right, we will have two classes of Portuguese. We will keep you to teach Spanish, but you will also teach these two classes." And then have the institute and come back. That is your possibility.

Dr. Burbank: Out of the experience that I have had with German, it is an added problem. What you say is true, and I even go beyond it. We have been working for seven years to get German going. During the first five years, the two schools that offered it were completely dependent upon Vanderbilt University for their teachers. This will be even more so with Portuguese. We have the program, and we would be very glad to cooperate with schools. However, doing so is a major problem, because if we get two people a year in Portuguese, we are lucky. If three schools start it, we are overloaded. I think one of the best solutions to this is to try to encourage a lot of Spanish majors to minor in Portuguese and be able to teach both languages. This, I think, is the best direction in which to go. Such people would be certified in both languages. Then the schools would say, "Look, if we do not have to hire a new Portuguese teacher, we can do this." The same thing is true, actually, with Russian and German.

In DeKalb County, Georgia, they wanted to know whether we had a combination of Russian and German or German and Russian. They did not care which was the major and which was the minor. By analogy, I have a suspicion that a Spanish major with a Portuguese minor will be the best direction in which we could go.

Dr. Ramírez: Shall we go on to the next topic? We were asked to consider the high schools that are presently interested in establishing Portuguese language courses. I was just wondering if there are any high schools here of which you know. It all relates to the same problem--no teachers.

Miss Breedlove: There are several possibilities; but there is nothing specific right now with the possible exception of Berry High School, where Miss Sutter teaches. We have had Alabama's International Education Program at Jacksonville State University, and there is a possibility that some interest might be seen there. There are two or three places over the state where there are very strong Spanish teachers, who perhaps would be interested in starting a Portuguese program. I am planning on going home to work on three or four areas, but at the moment there is nothing for next fall.

Mr. MusKelley: One source we can consider is the Cordell Hull Foundation; although if you bring up a person from Brazil to teach one class, you run into the problem of certification so that this person can be hired full time. And if you have a circulating teacher, chances are she will not have a car; so getting around to the various schools presents problems. If you could, nevertheless, work out a way that such a person could be utilized, you could get a program started. Moreover, you can bring your teachers up for a maximum of two years and thereby fill in until we can get local teachers.

Miss Knowlton: Are they oriented in any methodology of teaching?

Mr. MusKelley: Yes. They are experienced teachers from Brazil. We have twelve or fifteen others from Latin America in Tennessee this year in Spanish.

Dr. Burbank: Who pays them?

Mr. MusKelley: They are hired by the local school system. The Cordell Hull Foundation pays for transportation. They are hired and paid according to their certification and their experience, as if they were teachers of the United States. Same salary schedule.

Miss Pellegrini: Are such teachers available to private schools?

Mr. MusKelley: I would think so.

Dr. Ramírez: What about the case of the Spanish teachers that came here? You say they have to teach something else. Do Spanish teachers teach something else?

Mr. MusKelley: Well, in most cases they have enough students where they have enough classes.

Dr. Burbank: If any of you have one course in Portuguese, and we have somebody in our graduate program, we can work out an internship program with you easily. All it takes for an intern to meet the requirements is to teach one course

a year in the school. The state has accepted this for seven years. Furthermore, they have interpreted the internship in the schools as meeting that requirement, and one course is all that is required.

Miss Knowlton: What kind of money arrangement is best?

Dr. Burbank: They are paid by the school district. It differs, as you know, depending on with which school districts we are dealing. In the Metropolitan Nashville schools, we just made an agreement with Dr. Harris that an intern would be paid 6/7 of the salary for a starting teacher with a full load.

Dr. Ramírez: Does anyone know of any school that is definitely interested in starting a program?

Mrs. Shaw: I talked with my principal in Chattanooga City before coming up here. I teach all the Spanish classes. I told him that I would like to start Portuguese, but, of course, I have problems. I do not know any Portuguese, yet. He said, "All right, you find a class and learn how to teach Portuguese and then you can have a class of it." I will be at the University of Tennessee next year, where they offer one year of Portuguese, to finish my M.A. in Spanish. Then I will go back to my school system. But he is willing to try it. He is a very progressive principal. I thought it would be a marvelous experience, an opportunity to get enough interest among the other students. He said, "Fine, I think it is a good idea." Then he left it in my lap. I would like to try it very much.

Miss Knowlton: This winter at a meeting, I tried to talk to the parents to tell them the advantages of Portuguese and to educate them. We are hoping that next year we might be able to offer a Portuguese program. We are not sure. We have a young teacher who has a major in Spanish, but we would not want her to start teaching Spanish and Portuguese in the same year. Give her a chance, and if she can study some Portuguese, she might be able to help on the program next year.

Dr. Thomas: If there are any in this community you could reach and think you could persuade, the people at Vanderbilt would be happy to talk with them.

Miss Knowlton: You know, you offered to do that when I was here; I did not know you were still willing. When we have a P.T.A. meeting, we will arrange one. I know another angle that they are interested in, namely what can students do with Portuguese when they are taking a university course? What use can they make of it? We have certainly been instructed in methods.

Dr. Burbank: Yes, and I am sure the university would be delighted to enlighten them even more.

Mr. MusKelley: Last year I ran an inservice training program in Mexico. I took the fifth grade unit of the text on Mexico. I went through to show the teachers--there were four or five hundred--how they could better interpret Mexico with the material we had. With the introduction to this social studies book on Latin America, the statement was made, more or less, to this effect: Spanish is spoken in Latin America, with the exceptions of Haiti, where they speak French, and Brazil, where they speak Portuguese. Here you have a situation where little Haiti in French is equated with the continent-sized bulk of Brazil.

We have got to move down, I think, in the lower grades and into the social studies, and try to get to these youngsters. This is where the students take an interest in language later. If the social studies teachers at the elementary level are more aware of the importance of Portuguese, then this in turn will be transmitted to their students. This is part of my international education project. This fall we are going to have three seminars on Latin America--one at the University of Tennessee, one at Middle Tennessee State University, and one at Memphis State. These seminars will be given on Latin America for the social studies people and for supervisors. This is one of the things that will be brought out. Therefore, perhaps we can interest the social studies teachers in becoming a little more aware of some of the things they need to extend as far as their teaching is concerned. I think that by working with the elementary teachers and the high school teachers now, we will create a demand for the Portuguese. However, it will take time.

Miss Pellegrini: Would you extend your invitation to private schools too?

Mr. MusKelley: Yes, I hope to. We will have approximately two hundred people at each seminar. We plan to reach a total of six hundred people.

Miss Knowlton: That was the thing that I was going to say. I imagine some of the other schools might be interested in the fact that our work depends on demand. As a rule, we do not go in and introduce a number of subjects. We let the public help us decide, but we create that interest in the demand. For instance, this year we are having a Head-First Program which consists of elementary swimming classes. We have added a driver's education class. These things come about because we are the ones who start to talk about them. Eventually, the parents think of them as their ideas. We must have this. It seems to me that if Vanderbilt, the University of Tennessee, Memphis State, and any other groups interested could compile a really good list of reading materials, we could stock our elementary, junior high, and senior high libraries with the things that would be most interesting. Moreover, if you could get a list of available speakers, that would be useful. Vanderbilt has offered, but I think Mrs. Thomas would be better for an elementary group in coming for a P.T.A. meeting. She could show your movies and tell people that this is the type of thing that is happening in another city. I think if we were not so pushy on these things, that we would get a better response. Maybe we should invite those of you from some of the schools that are doing it to come and tell us about it. Also, perhaps the schools would invite others over to see it. Then if possible, maybe you would like to work on getting a school-to-school project between a Brazilian city and a Tennessee city so that a greater emphasis would be felt on the state level; then students might be exchanged. We have exchange students in our schools this year. We have them in Germany, so what would be wrong with sending ours to and getting a number of them from Brazil? And then, instead of having individual pen pals, we could work out ten class names. For instance, we could write to a class in Recife and maybe exchange tapes. We have done this with Guatemala, and they love it. We do a tape in our class room with little songs in English and a play in it, and we send it written in English. Somebody writes the things in Spanish so they know what is being said. We would have to send it to one of the universities to translate it into Portuguese; but we will make a tape, and we will send it to your class. You send one back to us, etc. And then let us have an ambassador here, too. I thought it made all of us feel closer, especially when Ambassador Leitão da Cunha spoke such beautiful English here. If he could

speak to some of our men's clubs and our women's organizations in the big cities, such as Memphis, that would create interest. Those are a few ideas. We have to do a lot of stage work. We will in Memphis, so some people will come and say, "May we have Portuguese in our schools?"

Dr. Thomas: You cannot expect to get it the first time you ask. You have to build up the interest.

Dr. Ramírez: One other item here. Besides the elementary and intermediate courses offered, I see we are supposed to list other courses. Since you folks are the only ones offering advanced work, what are the courses that you have?

Dr. Thomas: At Vanderbilt, we cover essentially all Brazilian and Portuguese literature. We have enough courses for the major and minor. We have five people who will be giving courses in Portuguese.

Dr. Ramírez: Do you happen to know, Mr. MusKelley, if at Memphis State they have any courses beyond the introductory level?

Mr. MusKelley: One year.

Mrs. Howington: Something was said a while ago about French and Spanish teachers fighting other languages. Fortunately, I never felt this way. I feel that the more languages we had in the school, the more children could take advantage of these and the more students we would have in languages. I think a good selling job is to be done on the language, whatever language is to be taught. A little propaganda will help along this line.

Dr. Thomas: I think we found very little resistance on the part of the Spanish teachers. Many of them have been interested in it. In fact, practically everyone who is teaching Portuguese in the country is also a Spanish teacher.

Miss Knowlton: I cannot see the point in resistance either, but I was teaching Spanish in high school and tried to put in a first-year German class; it got rather rough. This has been several years ago.

Dr. Ramírez: I do not believe there will be any resistance on the part of the Spanish teachers.

Dr. Wade: There is that element of competition which has to be faced, particularly from the Spanish teacher who knows no Portuguese. The attempt to introduce Portuguese will be fought, maybe quietly, by those who are attempting to introduce German or Russian.

Dr. Thomas: A Spanish teacher who does not know German is not going to start to learn German. Many Spanish teachers are willing to learn Portuguese.

Dr. Ramírez: The next topic is the matter of methodology. Since there is no high school Portuguese being taught, what about at Vanderbilt? Do you folks use the audio-lingual approach mostly?

Dr. Thomas: Essentially, yes. Each one does it as he feels is effective in his own class. Actually, our work is practically all oral. I have taught a rapid course for a number of years now. We studied grammar, but we do all our work orally.

Dr. Ramírez: What about Memphis State? Do they use the traditional method?

Mr. MusKelley: I think so, but I am sure Dr. Brown uses a lot of the language in class.

Miss Breedlove: What suggestions do college people have for those of us who may be able to start a high school Portuguese course, as far as concerns what to cover, content-wise. You do suggest the audio-lingual approach?

Dr. Thomas: For Portuguese even more than for Spanish. Of course, in one way or another, I would say that in any language. I think the Modern Portuguese is quite useful.

Dr. Ramírez: I have used the Williams text you have, and I like it very much for that reason.

Dr. Thomas: You cannot use it for high school though.

Miss Breedlove: Have you seen the Abreu book?

Dr. Thomas: Yes. I like to use it very well too.

Dr. Ramírez: There is also the Leroy book. I have not seen it.

Dr. Thomas: Dr. Andrews used it this year.

Mrs. Thomas: We always have Brazilians on campus. Of course, we make use of them whenever we can. They are charming and make friends easily,so they are perfect resource personnel.

Dr. Ramírez: The next item we have here is that of teacher training in the Portuguese language. I believe we have discussed this to some length, but perhaps you might like to ask some questions.

Dr. Thomas: We had a meeting with Mr. Harris some time ago. He was full of suggestions for this and other things. We have been trying to work on these, and as usual we are shorthanded. He wanted us to put in some courses that teachers could take at night and on Saturdays. At the present time, we do not have anybody who has time enough to do it. We are trying to build up to the point where we can justify this at the university, so that we can do a few of these things. The only thing we have been able to do so far is to offer courses in summer school. Now, in this city they have to go to continue their education at least once every three years. If any of these people want to take Portuguese with us in the summer as part of that, Dr. Harris will give them full credit. This is all we have been able to do so far.

Dr. Ramírez: That was the next item--on summer programs--and I believe you covered it. What about institutes? Would you tell us a little about that?

Dr. Thomas: We had presented a plan for an institute for this summer, but it was rejected. But we have presented again a somewhat revised form for next summer, and the prospects look reasonably good. This is a regular NDEA institute

(Title XI), and they have suggested we make it in two parts--one for people who have no Portuguese but have another language, and another for those who have some work in the language or a Portuguese background and would like some more work for school credit. Some of these courses will be the same that we are giving in the regular program here for graduate credit. We expect to give some graduate credit for these.

Dr. Ramírez: Is this following the suggestion given by Dr. Da Cal, to retread Spanish teachers?

Dr. Thomas: This, I think, is a very wide spread idea. We would be glad to get them from there or anywhere else. As a matter of fact, my experience is that people with straight French have a slight advantage over those who study Spanish, because they have the same basic background and they do not confuse them so easily.

Mr. MusKelley: I have a newsletter that goes to every school system in the state.

Dr. Thomas: Are you looking for material for your newsletter?

Mr. MusKelley: Yes.

Dr. Thomas: I think I am going to include on the list all the people who are at this convention, as well as others who wanted to come but were not able.

Dr. Burbank: If we had any graduate students in Portuguese in a M.A.T. program, we have a built-in teaching program.

Dr. Thomas: Dr. Harris also suggested a possibility of having one of the Vanderbilt professors give a course in one of the local high schools.

Dr. Burbank: That was another way of saying the same thing. Because that came up, he suggested this to the Chancellor at a meeting that we had with the Chancellor and Mr. Tipton of the Metro School System. If this community had fifteen or twenty students who wanted to take Portuguese, we could work out a pattern at Vanderbilt University, where we have got the teachers, facilities, and so forth. We could start it for ourselves on the basis of a four-year program. This might be the most effective single way of doing it. Over a long period of time, moreover, it is the way languages in this community ought to be taught anyway.

Mrs. Howington: Would this be confined only to the city schools, or would it be open to all schools in the area?

Dr. Burbank: I would assume it ought to be open to any interested school. If it is done in terms of an advanced placement program, Mr. Tipton tells me one can take the students in fourth-year French and fourth-year Spanish and bring them here two days a week, an hour and a half at a time, for a supplementary program to the fourth year of the language, specifically to prepare for the Advanced Placement Examination. Now this would be a little different from a first-year program in Portuguese. But this might well be worth its time.

Dr. Thomas: The university is interested. We have discussed it, but we have not yet gotten to the point--for lack of time--and actual ways and means.

Dr. Burbank: In French and Spanish this can be done very easily because we have our M.A.T. students who can teach it. This will satisfy the state's requirement for student teaching.

Miss Knowlton: There might be a problem here for certification.

Dr. Burbank: I do not think that is the problem. I think it would be easier if we had someone in the M.A.T. program in Portuguese. The whole program has to be explored in terms of transportation and time and so forth. Ultimately, this is the way it ought to be done.

Miss Knowlton: That would be good for all of us to study as a regional group. Because then you could let us know what materials do work with a high school group.

Dr. Burbank: Both Dr. Harris and the Chancellor were very much interested in it. Mr. Tipton and I were talking about it at noon. We were not talking about it in terms of Portuguese. It certainly has enough merit to explore it.

Dr. Thomas: We will have to work this out with time--beginning now for a year from now.

Mrs. Thomas: I think we have to be careful about our beginning teachers, because we might lose the students.

Dr. Burbank: This is always the problem.

Dr. Thomas: In general, we currently have a situation in Portuguese where only enthusiastic students consider taking it. At least we have that.

Dr. Burbank: The M.A.T. program is designed to train secondary teachers, so theoretically you ought to be able to find teachers. Furthermore, it would be relatively easy to bring the students to Vanderbilt.

Dr. Thomas: Yes, and also you could get them from any school. You have the advantage of a language lab and equipment. Let us face it; the high schools are not large enough to want to offer programs in all the different languages, even though they are growing larger.

Dr. Ramirez: The next item is that of M.A.T. programs in the Portuguese language. I wonder if you would give a very quick summary of your M.A.T. program; I know you have been talking about many of the details.

Dr. Burbank: In its structure it is really quite simple. It has been operating for twelve years. We have about fifty graduate students every year. They must be four-year liberal arts graduates. We do not care if they have never had any work in professional education. They cannot have had so much that they are already certified. If they are already certified, they belong in the M.A. program. The program involved is one-half the graduate work in their field, and the other half is in education. We have about fifty in the program. For those fifty this past year, we had thirty-four courses. Now, the

interns are in Atlanta, Oak Ridge, and Nashville. The responsibility for the classroom is theirs. They are not assigned to another teacher. They are paid a salary, and the university does the supervising. We have two full time supervisors coming from our staff. We have several interns in the public schools and in the private schools also.

Dr. Thomas: This is offered for any department that has a Master's degree?

Dr. Burbank: Any department in the university which offers a Master's degree in a teachable subject. So it really is in the languages--Russian, French, German, Spanish, Portuguese--and the natural and social sciences.

Dr. Ramírez: Are there any other requirements?

Dr. Burbank: You have to have a B average. There is no separate application for admission. The application is for admission to the graduate school. They have to meet all the requirements that everybody else has to meet.

Dr. Ramírez: The next item is that of teacher placement. What about some of our graduates, especially students who go into the Peace Corps in Brazil? Is there any possibility of working with these people? I know one man who is very good in Portuguese. He liked Brazil so much he decided to go back. I think he will try to graduate when he comes back; but as far as I know, he has not done any work in education. What could be done with a person like that?

Mr. MusKelley: He could come back and take twelve hours in the summer to get temporary certification, and then work from there.

Dr. Ramírez: One of our own students was acquainted with our system of teaching. Would any exceptions be made? Of course, we understand that if he is going to remain in the teaching field, he must have educational courses.

Mr. MusKelley: If he learned his Portuguese in Brazil, but has nothing on his record to show that he knows the language, there is no way the supervisor can certify him in Portuguese.

Dr. Burbank: We have this problem every year, and generally with German. People who are educated in Germany come in with all kinds of credentials which nobody can interpret. You have to be very, very careful to know foreigners' ability to express themselves in the English language. This is a very important question. The assumption, that just because they speak a foreign language they can necessarily teach it, is not true, very definitely not true.

Dr. Ramírez: In an emergency, could we use a person like that until he gets whatever work is necessary?

Dr. Burbank: Yes, you could if the individual is certified in Spanish, because they allow you to teach one subject out of your field of certification. He could teach Spanish as his subject and Portuguese as the one without certification.

Dr. Thomas: If it were a case of checking, certainly Vanderbilt would be glad to give some test, or make some statement as to his ability. This would have no legal effect, but it might make the school feel much better about this.

Dr. Ramírez: I do not believe the next items we have here will affect us. This all has to do with students and plans of programs that are going on at present between universities and high schools, with respect to the Portuguese language. I do not know of any from what I have heard.

Dr. Thomas: We do not have any developed, but we are working on many, such as those Mr. Harris suggested. One other thing we hope to get out of this conference about university and high school people is to get some of the universities which actually have strong programs to work with their local high schools.

Dr. Ramírez: I believe that just about ends this guide we were supposed to use.

Mr. MusKelley: Getting to that business of retreading Spanish teachers, I know no Portuguese except for what I picked up in ten days in Brazil; but I went to five American schools while I was there, and I noticed, as I observed language practices, that there was interference from the students who knew Portuguese and were learning Spanish. The teachers told me they had to be very careful in working with these American students who had been in Brazil long enough to have a good basic knowledge of Portuguese. There was this interference, and I was wondering what this retreading was going to do if I was a Spanish teacher. How much interference would I have after one summer of studying Portuguese?

Dr. Thomas: I have had a lot of experience with retreading Spanish students. I find, usually, if they have very much trouble with confusion or "interference," they are not very good in Spanish either. The American student in Spanish, if he is a good student, rarely has very much trouble. Now if he leaves it, and does not do anything with it for a while, then he has a hard time speaking the one he is not using.

Dr. Ramírez: Are there any other comments or additional remarks? Thank you.

S E M I N A R III

California, Oregon

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Dr. Askins: In preparing for this Conference, I was convinced that California and Oregon had many special and perhaps unique problems with the development of programs in Portuguese. The progress of the Conference during the last few days has proved to the contrary. We share many of the problems of the rest of the country--misinformation and isolation, or better put, a simple lack of knowledge of what is going on in other colleges and the secondary systems as far as teaching Portuguese goes, what text books are being used, etc. We do have, however, definite advantages over other sections of the country which will aid the development of Portuguese programs. We have many communities with a Portuguese background. Their interest can support and justify the inclusion of Portuguese into the curricula of the local secondary systems. Our major problem here this afternoon, then, is a discussion of the resources we have--a survey of existing programs--and of the methods of building with these more comprehensive programs at all levels. To begin the discussions, I would like merely to get all of this on record with the hope that it will be publicized widely and distributed throughout the colleges and high schools in both of our states. As introductory material, therefore, we can review the offerings at present on the college level.

Mr. Quinn: Portland State College offers courses on the first, second, and third year level, taught by Mrs. Lobo Filho; these courses are language and literature.

Prof. Rose: The University of Oregon has at present a two-year program of courses in beginning language combined with a rapid survey of the literature from both Brazil and Portugal. We also have a seminar on the Brazilian novel. Oregon State University also has a program of beginning Portuguese (two years). On the beginning level, the texts at the University of Oregon are the two volumes (Português para Principiantes) published by the University of Wisconsin. The literature surveys use a selection of materials ordered from Portugal and Brazil and the Teatro Brasileiro Contemporâneo by Wilson Martins and Seymour Menton.

Dr. Askins: Mr. Dusel, would you care to comment on the California situation?

Mr. Dusel: To put it in a nutshell, there is no Portuguese taught in any of the public schools in California, grades K-12. Before I came in, I did a small amount of work in trying to get information on what should be done. I do not know whether we want to go into the statistics of any more states before we start being specific on how to emphasize high school Portuguese or not.

Dr. Askins: We shall hold the comments about the high schools until we get through with the colleges and universities. I will give a run-down of the situation in California as I managed to find it. I in no way indicate that this list is complete. I would like to suggest that perhaps the California State Office of Education might be interested in pursuing the matter. I called a number of schools, city colleges, junior colleges, and universities in the state, and I managed to run across a list of twelve institutions of higher learning that were teaching Portuguese on the beginning level. Now I am thinking of the beginning language courses in the first four quarters or semesters, to which Mr. Dusel added after we arrived here: Pasadena City College, two semesters using the Sá Pereira text book; the University of California at Davis, three quarters using a combination of the Hoge materials and the Sá Pereira text book; the University of California at Riverside, four quarters using basically the Sá Pereira text

book with additional materials, the Teatro Brasileiro Contemporâneo; the University of California at Santa Barbara, three quarters, again Sá Pereira; the University of California at Berkeley, four quarters in lower division using in the first three quarters Sá Pereira plus additional reading material, and in a fourth quarter, Brazilian Portuguese: from Thought to Word; the UCLA branch of the University, I have listed from their information that they are using the Modern Portuguese materials in at least three quarters; the University of California at Irvine, a similar situation although they are offering only two quarters in the lower division; the University of Southern California is offering at least three semesters with the Sá Pereira material; Fresno State College is offering two semesters at least, the Leroy materials, Português para Principiantes; Stanford has a program that is not open to undergraduates unless they have had previous training in another Romance language, Spanish or something along this line, and this is being taught by Miss Laura Tarquinio using her own materials, passouts, and general reading texts. Pepperdine College in Southern California used to offer the courses officially, but now has gone to informal group teaching, I understand also based on the Sá Pereira materials; the University of San Francisco, a Jesuit university, is using the Rossi text book with three semesters taught by Father Rossi. As you can see, there is a predominance of usage of the Sá Pereira materials, perhaps encrusted in the University of California system. I suspect this because the tapes are interchangeable among all of the campuses; and they were made at the University of California at Santa Barbara, although UCLA and Irvine have adopted other materials. Long Beach City College was reported at least a year ago to have at least two courses in Portuguese, although apparently they are not offering it at the present time. I am also informed by Mr. Dusel that Los Angeles College has four semesters of Portuguese using unspecified beginning materials.

Mr. Dusel: May I add two more? One is the Defense Language Institute at Monterey, and I mention that because some of the University of California students are allowed to go there by special arrangement. The other point is that Old Portuguese is offered only at the University of California at Los Angeles.

Dr. Askins: In my comments, I restricted myself to lower division offerings. The University of California at Los Angeles and at Berkeley have upper division offerings and graduate offerings in Portuguese. Professor Machado, am I correct in saying that at UCLA there is the possibility of even taking a Doctorate with specialization in Portuguese?

Dr. Machado: No, the first point is this: UCLA now has a B.A. major in Portuguese. It has been recently approved and follows, more or less, the Spanish major, so that we have a complete program of studies leading to the B.A. The M.A. is not yet in existence, but by next year numbers will be sufficient to establish an M.A. As in the past, we have the possiblity of giving a Ph.D. in Spanish with a strong concentration in Portuguese. The Spanish student may choose a Portuguese theme for a dissertation, but we do not offer a Ph.D. in Portuguese as of yet. If we have the demand, a Ph.D. will develop. But the most important thing about UCLA is that now we do have an undergraduate major and the essential enrollment. The enrollment under the semester system was approximately 130 students; now under the quarter system, I believe it is 110, which represents a very substantial increase on the basis of 1964-1965, when I believe we had a little less than 80.

Dr. Askins: The Berkeley situation complements that in a certain manner in that we have a complete program for the lower divisions; and there is no program for the upper division, although we offer upper division courses. By that I mean one cannot major in Portuguese for a B.A., M.A., or Ph.D. The situation, however, is alleviated to some extent on the graduate level in that, in the Comparative Literature Department, there is a possibility of taking a comparative literature degree with Portuguese as a speciality for both the Masters and the Ph.D. This has furnished us with a certain number of students.

Prof. Rose: I have mentioned that at Oregon the courses and our whole program are just for upper division and graduate students. The only way that Portuguese fits into a graduate program is that a student majoring in Romance Languages or in Spanish can use fifteen units of Portuguese to satisfy his course-hours requirement. Within another year, we expect to begin a first and second-year sequence.

Dr. Askins: Another point that I would like to make at this time is that, as far as I am aware within the University of California system, Portuguese is now accredited to satisfy entering foreign language requirements of students coming from high schools, where this has not always been the situation. Portuguese is now acceptable within the University of California system as an offering. This would imply at least two years of high school study, or the equivalent through foreign experience, then he can satisfy that entering language requirement with Portuguese. At Berkeley, and I would assume at UCLA also, Portuguese can be used to satisfy the college language requirements which generally require additional study beyond the entering two years required of the high school student. Also, this was not true at Berkeley until recently. Portuguese could not be used to satisfy their requirements for a B.A. The total enrollment, including the graduate school, is thirty.

Dr. Machado: I have something to add which is most important. We have approximately seven new upper division courses in Portuguese; so in fact, if a student in California should want to continue, he can do so. With these courses, moreover, we are very close to fulfilling the requirements for the Ph.D., although we have not formally offered one of these yet. I understand the first Ph.D. in Portuguese was Dr. Norwood Andrews, Jr.

Dr. Askins: Does either Mr. Quinn or Mr. Rose know if it is acceptable for entrance and for fulfilling the language requirements?

Mr. Quinn: As far as I know, there are only two institutions in the state of Oregon that have entrance requirements.

Dr. Askins: The University of Oregon does not have an entrance requirement in languages then? In other words, this would not be a problem for you. You see, in California the situation was a bit different in that until it was acceptable, there was no use teaching it. Looking over my list of the universities and colleges that I mentioned previously, it does seem to satisfy the entrance requirement for all of them. I see one "no" out of that entire list.

Mr. Schmitt: I have already received permission to put in a three-level Portuguese program at the Athenian School; it is designed for students who are honor students in French or Spanish and have completed either two years of French or Spanish so that they can complete a three-level course in two years. I have eight students who signed and six will complete it. The first two levels will use Português Contemporâneo by Abreu and Rameh, and I am still searching around for the third-level materials.

Dr. Askins: In other words, you try to offer three years of instruction immediately which would be well beyond the two years required for college entrance. This implies that we will need placement exams immediately for the universities; not only placement exams, but one can also think in terms of eventually discussing with groups at Princeton the possibilities of advanced placement courses.

Dr. Machado: Stanford has the special intensive course this year and will next year also. It is an important program open for both undergraduate and graduate students. Stanford is conducting a summer institute course, and did last year. UCLA is supposed to take over in 1969. It is at this time under the direction of Professor Gicovate, and they receive federal support. It is of interest to all of us because many of these students, especially the advanced students, sometimes decide to continue.

Mr. Schmitt: Is this institute likely to continue then?

Dr. Machado: Yes, it is for twenty students--ten undergraduates and ten graduates. The intensive work is the equivalent of two or three years of regular work; the results last year were very satisfactory. Graduating high school students are eligible. This should be brought to the attention of all your people.

Mr. Quinn: I would say that one of the problems in trying to initiate programs in the high schools is the fact that we only have two institutions that do offer any Portuguese in Oregon. Any students that wanted to take it would be forced to go to one of the two. Both of the institutions offer full range courses in Spanish, German, and French.

Dr. Askins: Perhaps we can now turn to the specific problems of introduction of Portuguese into the high schools in our two states.

Dr. Machado: Could we not have some of these recommendations from college teaching? We could try to find out what the situation is in the major institutions which are not offering Portuguese, their reasons, and if we can in any way support whatever is undertaken to bring about the introduction of Portuguese. We would make available every facility to them. I am sure that UCLA would be more than anxious to help anyone in any way to introduce Portuguese. When you consider the sizes of California, Oregon, and Washington, our average is probably below the national average, certainly below the Midwest by far. Would it be reasonable for us to submit some kind of statement to the other schools to the effect that, if they plan to introduce Portuguese, or if they have anyone on their staff qualified to carry it on, that we, the institutions that do have it, would be delighted to advise and help in any way that is possible.

Mr. Quinn: Suppose I were able to induce certain high school administrators to initiate certain programs, where am I going to find the teachers?

Mr. Schmitt: Initially, I see beginning a program where there are people who are already certified, who have their credentials in a Romance Language and are already teaching in a secondary school. I think that this would be the natural beginning. Then it comes to the question of how do we notify these teachers in California that this opportunity is available. Dr. Andrews would be happy to start receiving letters and applications for this institute from people who are qualified.

Mr. Quinn: So, having encouraged some 200 schools throughout the United States, we then have to ask how many will be able to attend the institute so that we can assure the district that they will have a teacher in Portuguese.

Mr. Schmitt: Initially, I think the problem is that if they have a choice between a Spanish and a Portuguese teacher and they have not had a course in Portuguese before, they are going to choose the Spanish. This is true with starting anything new. Whenever you are in a high school and you want to start any new course, there are all kinds of problems involved.

Mr. Dusel: May I illustrate Mr. Schmitt's point? As I said, I did some homework and wrote to various school districts where I thought Portuguese might be introduced, and I received this one letter from one of the most forward-looking school districts in the state. This is the answer to the question, "Would you be interested in teaching Portuguese?" "I have made inquiry about interest in Portuguese and there seems to be a feeling that his language offering would not receive support. Language departments are already unhappy with the number of languages presently being offered. They feel that with Russian, Chinese, and Italian in the program, French and German are suffering. Added to this, so many incoming freshmen have had Spanish and continue with this language, which further complicates the French and German offering. . ." I will not go into any more but you do not always receive a welcome reception from the school districts, especially from those who are offering six and seven languages.

Mr. Quinn: I would like to add to what he said as far as the enticement of schools throughout the state of Oregon is concerned. They are asking the question, "Really, are four languages too many for a high school of two or three thousand? Should we have a really strong sequence?" Perhaps the inroad, as far as Portuguese is concerned, might be to start with new high schools.

Dr. Askins: May I ask Mr. Dusel what he sees as the best opportunity for the introduction of Portuguese? (Mr. Dusel passed out materials sheets to which he refers. See Appendix A, pp. 57-60).

Mr. Dusel: We will mention about German briefly, and I will show you the techniques I used to build up this language. This year we have a total of 55,383 pupils studying German in California. This is the greatest number of any state in the Union. You might think that Wisconsin, Minnesota, or Pennsylvania would be teaching more people the German language, but this is not true now. If we go back a year, we were teaching a total number of 49,000; so this is a growth of over 6,000 in one year. The year before that, the enrollment was 41,000; and this is approximately when I came. What are the techniques then for building up a minor language? German at that time was not in third place, Latin was. Now German is third and Latin fourth. Last year, German increased over 1964 by 17

per cent. This year there was another 12 per cent increase; whereas enrollment in some of the other languages, including French, is actually going down. It has decreased 6.1 per cent when we compare the enrollment in French with the normal increase which is 8.5 per cent. I think the steps which were taken to help German could be applied directly to Portuguese. First of all, I think this group has to realize that time planning is very important. If in talking about September, 1968, we do not make some definite decisions by December, 1967, it is too late; and we will have to wait until 1969. The Los Angeles Unified School District, which is the largest one in California, with an enrollment of something like 980,000 students, says that if you are going to put in new courses, you have to let the Board of Education know about it by December, 1967. Unless we can come up in the next few months with some specific recommendations about how we are going to include Portuguese, you can forget about it until 1969. That is the first thing: we have to plan a long time in advance. Secondly, I think we must involve the cooperation of counselors and administrators, because the counselor is the key person for placing a student into a foreign language course. If we do not have them included in cur conference, or in the information which we are sending out, we are just missing the key persons. Thirdly, financial support is very important. Not only in German, for which we have financial support from the Federal Government of West Germany, but also Mandarin Chinese, and you will notice the increase in enrollment of Mandarin Chinese over the past few years. There was a 35 per cent increase in Chinese this year and a 31 per cent increase last year. I think it was primarily the fact that the Carnegie Foundation underwrites the Chinese program when it is introduced into a high school. The first year it pays for the entire salary of the teacher; secondly, it provides all of the instructional materials; then after a two-year period it is almost up to the school district either to sink or to swim. I think that we have to find some money first of all. We can not go to a school district and say we are going to train the teacher through an NDEA institute or that we will find a teacher. The German Government, for example, provided money for printed material to advertise why German was important. I wrote the article, but they paid for the printing and the distribution all over the state. That is a lot of money; a five cent postage stamp to each district will cost over 300 dollars for one mailing. Point number four is that we should have a simple brochure on "Why Study Portuguese," or "What Foreign Language Should I Study" could be another title. A simple brochure which is intended either for a parent or a counselor is certainly simple enough for a student to read. Number five, I think there should be a list of materials presently available for high school or junior high youths. Another point I want to emphasize is: high school for Portuguese is much too late, LATE! If we do not start people on the right language, it is very difficult for them to change over; sometimes those people who really want to change over, change over; sometimes those people who really want to change languages in the high schools are not really successful in any language. Unless we get people started in Portuguese when they want to, we may lose some of our best students. I do not think we should pilot from Spanish or any other language.

Mr. Arenas: May I interrupt here for a moment, Mr. Dusel? Are you suggesting that we deviate from the purpose of this group to begin Portuguese before the high school level?

Mr. Dusel: I think that we can emphasize high school Portuguese because in California any improvement would be an emphasis. But I do not think that should be our final goal. I think we should start with the elementary level the same as we do in any other language. Why should it be a language second to any? It is important and let us give it importance equal to any other language.

Mr. Arenas: I agree with you, and perhaps it would be very good for those of us who are here to get from you the latest information that you have in terms of the status of the foreign language bills that are before the State Legislature. What do you foresee for the next year or two?

Mr. Dusel: Tomorrow, Senate Bill 311 comes up in the Assembly Education Committee. This bill would eliminate the foreign language mandated program from the law. So far, it has passed the Senate thirty-five to four. I hope it has more trouble in the Assembly, but I am just afraid that it is going to go right down the hill; and this is led largely by administrators who are a little bit irked about having to include a foreign language as one of the subjects in the high school or elementary curriculum (grades 6, 7, and 8). I think we might as well kiss good-by this attempt by California, which is the first and only state that has mandated foreign language.

Mr. Arenas: Perhaps we should weigh this and at least start to think about other ways in which we can introduce Portuguese in the schools of California.

Mr. Dusel: I think that when Portuguese is introduced--I have six schools that I have already lined up that are going to be receptive, I think--then we have to make the program work in these schools. If you want to know how it is done, visit those school districts.

Dr. Askins: May I ask you to clarify one point? Did I understand you to say that you have a group of school districts that are interested in introducing Portuguese?

Mr. Dusel: Yes, I already have the names, zip codes, etc., and they are typed out so that the typist does not have to worry about it. I think this list of materials being prepared is very important. We have done this in the State Department for French, German, and Spanish. You will notice that, on page 57, (Appendix A), it gives the foreign language enrollments in the California elementary public schools. You will see there that when the state does not recommend or prepare materials or make funds available to schools, administrators tend to opt for the Spanish language. Many of them feel that it is the easiest to administer because they have teachers and materials available. Five hundred forty-three thousand are studying Spanish out of a total of 573,000. This means that, unless you prepare the materials and support the schools in some way, the administrator is going to take the line of least resistance, which in this state happens to be to offer only Spanish. In many schools there is no choice of languages.

Mr. Schmitt: I would like to back up Mr. Dusel's remarks. In the first place, the only materials that are now available for teaching Portuguese are

materials for accelerated students. There are no materials available for starting a freshman class in a comprehensive high school in the state of California. No one would accept a language program without adequate materials. It will take a tremendous period of time before the materials are available (two to three years).

Dr. Machado: I disagree with you. I think the existing materials are perfectly usable; something like Português para Principiantes can be used at the secondary level.

Mr. Dusel: The next point I have is the location of areas of interest. If we are going to make the program work, we have to be very careful of selection not only of the teachers, but of that community support which we might get. I met with the people of the Los Angeles Unified School District--Bill Tucker, Nelson Mussleman, Robert Sherman--and we discussed their mid-city project. I think it is a natural for the introduction of Portuguese. This mid-city project brings students from special high schools which offer specialized and advanced instruction in certain areas. Fairfax High School has been designated as the foreign language high school; it is in downtown Los Angeles. Mr. John Grimano is the department chairman. He is most interested in Russian and at present is seeking a Russian teacher. He is also interested in Portuguese and said Fairfax may wish to offer this language. I met with the Director of Education at the ABC Unified School and talked with him about Portuguese. I discovered that Portuguese and Dutch have migrated to this area to become milkers. Portuguese has never been offered as a subject in the public schools, but there is an interest in the possibility of perhaps making a community survey to see if these people are interested in having that language offered. I talked to Dr. Essa of Sierra College, who is also interested in the language. Mr. Robert Mautner of the Tamalpais Union High School District has a teacher, Fernando Silva, who presently teaches Portuguese in the evening school and Spanish and Latin in the high school; he could teach Portuguese. Point Lomas Senior High down in San Diego has a teacher of Spanish, Mr. Sol Madrid, who could also speak or could teach Portuguese. The San Pedro area of the Los Angeles Unified District has a large Portuguese population. The people are mostly fishermen; the area has its own Portuguese radio station. At this point, let us draw another analogy with what I tried to do with the training of teachers for improving German in California. I figured that if the administrator wanted to find a teacher, then it was up to us to try to have some kind of training for teaching grades six, seven, and eight available for administrators. I worked with the German Consulate and was able to influence him somewhat. This year, only the state of California--this has nothing to do with the federal government or any of the other agencies--through the cooperation of the German Consulate is sending fourteen teachers to Germany, training them for six weeks, full expenses paid. We have been doing this for about four years. This is the way we can say to an administrator that we can train any teacher who has any sort of background in the material. We will send them to Germany for a year or two, as long as we feel it is necessary. We will train them at no cost to the teacher or to you. Now, will you put it in? Usually the answer is absolutely "yes".

Mr. Schmitt: I think that this is a tremendous opportunity to approach both the Portuguese and the Brazilian Embassies.

Dr. Machado: I do not think this is fair in the least. English is taught throughout Brazil and Portugal, both governments pay in full.

If we can only teach languages which are paid for by the countries in which they are spoken, frankly, this is the kind of aid I simply do not understand. If they pay for it we offer it; if they do not, we simply do not offer it.

Mr. Dusel: It is very mercenary, but it is also diplomatic; and it is the way to make the thing work. Being in the State Education Department, I cannot be partial to certain languages. I used this as a lever and went to the French cultural attaché and said, "Look what the Germans are doing. How about your doing something?" I got some scholarships from the French government which were not as generous. I do not see any reason why we cannot go to the Portuguese people or to the Brazilians for the same thing. It is surprising to see how this works.

Dr. Askins; I would like to add two footnotes to the discussions that have gone on. C. is a publication by the California State Department of Education which pertains to the suggestion of selecting spot districts, or districts that have backgrounds in Portuguese and might be interested. The publication which Mr. Dusel is now passing around is entitled Foreign Language Articulation in California Schools and Colleges: Policy Recommendations of the Liaison Committee on Foreign Languages. This committee is composed of representatives of the University of California, the State Department of Education, the major high school and junior high school districts in the state, and elementary school groupings. The publication is available from the California State Department of Education in Sacramento. It was published in 1966. Mr. Dusel has it in his office. It covers numerous problems of foreign language teaching in California. One such problem, "Junior College Language Offerings Beyond the Four Semester Course, the Problem of Imbalance in Language Offerings," begins to affect us here. The committee particularly recommends that in changing or in setting up their language programs, they take into account the historical background as well as their modern interest. This is a policy recommendation that comes out of the State Department of Education and is, therefore, another lever in suggesting or selecting a specific high school or area to initiate the program. Another point that I would like to make is in the list of teachers that are available. I happen to know of several more teachers besides those listed by Mr. Dusel. As Mr. Schmitt pointed out, it is generally a list of people who are already in the secondary school system, who already have their credentials, and who would be able to teach Portuguese, but who are now teaching Spanish or some other foreign language. I might also mention a foundation in the state of California that goes under the name of the Luso-American Education Foundation, at 230 California, San Francisco 94111. It has surveyed the particular area of northern California and has acquired the names of people who are able and interested in doing this type of thing. It would be very interested in contacting other such organizations throughout the country, including California, in an attempt to coordinate. Again, this goes back to the problem of communication of information.

Mr. Adcock: I would like to have some suggestions as to what steps could be done in my district in Oregon. We have 6,000 elementary students studying Spanish and a total of 24,000 students in the over-all district. We could use at least five or six more Spanish teachers. We are the second largest area in Oregon.

Mr. Dusel: Number eight (See Appendix A, p. 59). I would say that we should have a list of procedural techniques for community groups. You mentioned

the Luso-American Foundation. In other words, we make up a list and give it to them for teachers who wish to start Portuguese programs. It is as plain as one-two-three what you do first, what you do not do, how you approach the superintendent, the board of trustees, etc. Assume that they do not know anything, and then just give it right down the line. Some of this information will be included in the German Quarterly under a new foreign language elementary school section in the next issue. Then, I think we have to include the experience of teachers who already have successful Portuguese programs. You might go to Rhode Island or Massachusetts and ask what they use--what techniques, what materials, what has worked, what has not--and then make this information available to the entire country. I think we ought to have a newsletter sent to teachers of Portuguese, which might come out on only two pieces of paper, perhaps monthly, to keep them up with materials that are being developed and anything that is available from the various foundations or from the Brazilian Embassy or from Portugal. Number nine. You have already mentioned articulation at the senior high, elementary, junior high, and college level for Portuguese. You might also be interested in the question of how elementary pupils who have been studying a foreign language are placed in junior or senior high schools. Unfortunately, 241 districts which have students who have had foreign language training in the elementary schools just shove them in with the beginners. This is one reason why in California, as nationally, we have a 90 per cent drop-out of such students between the ninth through twelfth grades. There are ninety unified school districts, which are usually the larger ones; so over 300 districts, then,do not make any attempt to place people with a foreign language background in with people in high school on the right level. There are fifty-seven districts that do not know yet if they have any other placement procedures. So there are many districts that do not even know that there is a problem of placement in high schools for youngsters who have had previous language study. Dr. Askins has brought this out in this little booklet entitled Foreign Language Articulation. Moreover, it does not do us any good to develop a good program in Portuguese in either the elementary or the high schools if some university later on is going to give them only a lot of tests on grammatical problems, etc. We have to start at a particular level and all agree exactly where we are going, what methods we are going to use, etc. I feel the necessity of starting early with a language in order to develop fluency. If it is Portuguese, I recommend beginning in the sixth grade and continuing all the way through college. I am not in favor, as some people are, of trying to get only the best students into Portuguese. I think that we should let people make a choice at an early age.

Mr. Schmitt: Let me point out here, that when we take the honor student into Portuguese at the Athenian School, we do so with the stipulation that he must continue in his original language as well throughout his high school program.

Mr. Dusel: This kind of arrangement brings up the problem of scheduling. Any person on the university level, or community group, who says, "Well, let us just add Portuguese as a second language," really does not know the first thing about our archaic system of scheduling. If you look at the system that we have in the high schools now, and you are talking about a good student who takes math and science and perhaps goes on to college, it is almost impossible for him to add another subject to his already loaded program. Engineering students can hardly get in any foreign language at all. A second foreign language with the present system of scheduling is just ridiculous. If we are going to break the step in scheduling and allow people to take a course for fewer than five hours a week, daily, then I would say we probably could add Portuguese as a second foreign language.

Dr. Machado: This year I went to San Diego to address the Camões Club, which is a rather important civic organization including some of the more civic-minded and prosperous Portuguese citizens there. I explained the situation as I saw it at the time. I had no idea that Mr. Dusel had been so active and successful in his research. My main contention was that there was no Portuguese being taught and that this was partly the responsibility of the Portuguese community. My purpose was to remind them that in Massachusetts and Rhode Island Portuguese is fairly well established in the high school curriculum, and that this was due to the efforts of some Portuguese people. My appeal was to their pride. I tried to emphasize that this was not only a Portuguese problem, but also a national one. I sent approximately ninety copies of a letter summarizing the points that I read during this talk to the civic group. I had two answers. Nevertheless, I understand that, in spite of the poor response, people are concerned in many communities. People are beginning to talk, and I think we can expect a great deal of support. My intention in San Diego was to go around the state and try to stir up interest.

Mr. Dusel: Several months ago, before I even heard of the Conference here, I had Mr. Manuel Reis in my office. He is the Executive Vice-President of the Luso-American Foundation. I told him that I was very much interested in trying to encourage the teaching of Portuguese in California. That was about the last I ever saw of him. I feel that if other people contact the Portuguese-Americans, we may get some of their support.

Dr. Askins: The man immediately in charge in connection with the Luso-American Education Foundation is Mr. Jack Costa. I feel that communication should be directed directly to him because he is immediately responsible.

Dr. Machado: Reis called me from San Francisco, came to my home, and spent the morning and lunch hour discussing the possibility that the Education Foundation might somehow get the support of all other organizations and act, more or less, as a coordinator and sponsor. I do not know anything about Portuguese organizations in California; I do not know how effective they are. If all the newspapers--there are two--and all the Portuguese radio people would bring this to the attention of successful Luso-Americans, this would be good.

Mr. Quinn: If you cannot put Portuguese in the position of following through on several levels, would it be preferable not to put it in? Is there any parallel that we can find in another less commonly taught language, such as Japanese, Chinese, or Russian? Has any consideration been given to summer programs in which you might take Spanish students or some other students? I have been talking with some administrators who feel this would be an ideal time to introduce a subject such as Portuguese rather than taking precious time from the already crowded schedule during the academic year. You seem to be all enthused in California. You have also applied some specific techniques that have seemed to be a success, and you mentioned the increase of enrollments in certain languages. I am wondering if this does not reflect to some extent the tremendous increase in population in California, and the fact that in Oregon, also, the enrollments change. German is coming more to the fore now. Spanish is of course the top language; although I think, in the advanced levels, there is a higher percentage in French.

Mr. Dusel: Overall total enrollment from grades seven through twelve in California has an increase of 4.3 per cent. Total foreign language enrollment has increased 8.5 per cent. As you can see, the increase in total foreign language enrollment is far above the increase in total pupil enrollment.

Mr. Arenas: Mr. Dusel has pointed out that he has used certain techniques which have helped him to increase the enrollment in German and now are going to help in French, dealing with the problem of the availability of teachers. These techniques are things that are going to be passed on from us to everyone here at the Conference. Perhaps this is the time to suggest that this would be one of the very practical things that the National Advisory Committee on High School Portuguese could handle. Otherwise, we do not have the type of assistance that we need to disseminate this kind of information.

Mr. Schmitt: Mr. Gilbert Cavaco has an important report that shows every university and college in the United States that offers a major in Portuguese, and Dr. Andrews himself has asked, "Can we train you a teacher?" Most people who are majoring or minoring in Portuguese have either a strong major or minor in Spanish also, so you are not hiring just a Portuguese teacher. There are people available who can teach both languages.

Mr. Arenas: What, if any, financial assistance can be anticipated from the federal government?

Dr. Machado: I think they would probably be interested in supporting Portuguese because it is one of the critical languages according to the NDEA. However, one point I want to raise has to do with California and our Mexican-American population. I think that is one of the possible sources for the recruitment of students in Portuguese. Portuguese would be a very good second language for the Mexican-American, and there are materials being prepared especially for them by David Feldman at Fullerton.

Dr. Askins: If it becomes impossible to offer sixth, seventh, eighth, and ninth-grade programs, where would it be best to begin?

Mr. Dusel: I agree with Mr. Schmitt that the answer is to phase it in downwards. As opposed to starting with the sixth grade and adding the seventh this year and eighth next year, you should begin by building your high school program from grades eleven and twelve and then adding ten, nine, eight, etc. as you have funds, teachers, etc.

Mr. Schmitt: I think that the starting off of a new program would depend to a great extent on the energy and personality of the individuals who are initiating the program.

Dr. Askins: Another question that I would like to direct to Mr. Dusel concerns requirements for the teaching of Portuguese. Let us say that someone has a major in Spanish and is competent to teach Spanish and French officially according to preparation and general secondary requirement for the credentials. Let us say that they have taken in their Spanish preparation a good number of courses in Portuguese, although they do not have officially the strict number required for a teaching minor. What is the Department of Education's attitude on this type thing under an emergency situation?

Mr. Dusel: First of all, I am no expert in certification. When those questions come, I usually refer them to someone else. However, we do have a special designated subject's teaching credential which will allow a person to start teaching a foreign language just as soon as he gets this credential, which can be obtained if he has at least a Baccalaureate degree, passes an examination

to show his proficiency in the language, and then takes a three unit course in methodology. The degree need not be in that language, necessarily. We have a tremendous number of unemployed teachers of Russian, Italian, and Portuguese.

Dr. Askins: I want to make that clear again. There seems to be no problem in finding teachers for Portuguese in California.

Mr. Arenas: Then one of the biggest tasks we have is to create interest in classes. The best approach may be to get certain districts that show an interest to start programs.

Mr. Quinn: I would like to know what your plan of attack, so to speak, will be when you get back to California, and then what of those things you apply can be applied effectively in Oregon, considering the differences in these states.

Dr. Machado: I have been thinking of a plan in which interested and qualified people would speak all over the state, wherever they are welcome. I think this could apply to Oregon as well. Why should not someone from Berkeley or Santa Barbara or UCLA or from the state government go to Oregon?

Mr. Dusel: Your suggestion to have a speaker's bureau with people who would be willing to talk on how to put in Portuguese is excellent. If you wanted to operate through our office, we would be very glad to make arrangements.

Dr. Machado: I think that all of us who are interested should work together and talk to people who are aware of our needs. The suggestion that we might have a coordinating agency to make available names of speakers is useful.

Dr. Askins: The next point on my list is implementation and continuance. It would be very nice if we could get together and discuss these. We have heard some very valuable suggestions, and perhaps we have contributed much. However, in practical reality now, the problem of putting all of this on the road is the next thing to which we should address ourselves.

Dr. Machado: Do you think Berkeley could possibly take the initiative of promoting a meeting for this in the fall at a convenient time for all of us to meet there and invite other parties? In the meantime, we have time to think about ways and means of implementing these.

Dr. Askins: Am I correct in feeling that the consensus is that we need a follow-up meeting to this Conference on the West Coast to make specific plans for beginning to work on all levels, definitely including representatives from the groups that we have mentioned previously today?

Mr. Quinn: I think it would be very appropriate, and I would like to make an invitation now to somebody to speak at the Gearhart Conference in November. We draw people from Washington and some from Idaho. Usually five to six hundred people attend, and we have some outstanding national speakers. Teachers can be very jealous of their languages, and I think we are going to receive some resistance from teachers of French or German, etc. They will say that they want to expand their present programs, while now we want to bring in another program. They would have to be educated.

Mr. Dusel: Mr. Quinn, in every instance of a multi-language program of which I know, the more languages you add to the high schools, the greater enrollment in foreign languages you have.

Mr. Adcock: That has not been the case in Oregon. We added German to Latin, French, and Spanish; and the total enrollment remained the same, although it was spread over four areas rather than three.

Mr. Arenas: I am not fearful of this. I know that within my district the mandatory law was part of it; but I also know that, not only has the Spanish enrollment gone up, but the French and the German have also. About the only one that has lost in our area is Latin.

Mr. Adcock: You might keep the differences of the states in mind when dealing with the problem. In Oregon, we do not have a foreign language entrance requirement in our universities. The whole atmosphere is so different that I would hate to see us adopt one set of principles and say that we are going to apply them universally. California sounded very fine. We do not have teachers, while you indicate that you do have the teachers and that all you have to do is to get the students. We have to get the teachers first of all. Drumming up interest will be very fine, especially through the programs of visiting speakers; but we have to get down to hard facts. What if we create the need and then do not have any teachers?

Dr. Askins: Have you had difficulty in finding teachers for Spanish, German, and French in Oregon?

Mr. Quinn: Generally speaking, we have difficulty finding teachers in all languages in Oregon.

Prof. Rose: The University of Oregon has now begun to implement a Master's program for teachers of Spanish, German, and French. We talked about adding some Portuguese and Italian; but the cry went up that these were not needed, that there were no students for the teachers to teach, and that, therefore, preparing teachers at this time would be fruitless. The situation in California seems to be exactly the opposite in that they do have the teachers and can supply them. However, the attitude I have described is one that you have to think about.

Mr. Quinn: I think you can make or break Portuguese by whether or not you are going to be realistic about the entire program. For example, we have had so many FLES programs started that have gone out the back way. Now, I do not care about just FLES per se throughout the whole state, but I am interested in selecting those districts which will commit themselves to a good program and which will work closely with them. I am in agreement with your suggestion of setting up pilot programs, successful ones, ones that will yield the proper results and provide continuity and articulation.

Dr. Machado: I think these experiences at the university level are meaningful in connection with the high school. I have been at this game for twenty years. I remember the days when Portuguese was something that people just would not consider. We kept it going by sheer sacrifice. The situation changed only when the federal government came out with the NDEA. This was actually the decisive moment in the history of Portuguese. I think that, with

Mr. Dusel's help, the same thing can be realized at the high school level for the same reasons. We did not have any support, and it was an obscure subject. Now, if we have someone in Sacramento who knows exactly what the situation is and establishes all these contacts, the same thing can happen with the high schools that has happened in the colleges.

Mr. Dusel: Ten years ago, when I would get up and talk about Swahili, Urdu, and Portuguese, I would get a little laugh out of the audience. Now you mention those languages, and they are ready for them. They will take anything.

Dr. Machado: In 1959-60, the University of Wisconsin had over 50 per cent of all the graduate students of Portuguese in the nation. Today, that is no longer the case. There are a lot of programs. However, if it had not been for this initial support at Wisconsin (also at NYU), we would not have the situation as we have it today. That is why state support may be the key to success.

Dr. Askins: I am still worried about this problem of continuance and of how to get down and start working with this. The suggestion of a meeting on the West Coast some time next fall, October or November, is excellent. Mr. Dusel, would it be indiscreet to ask if the California State Office of Education could be more or less a clearing house for organization of this type of thing? Where it is held--Sacramento, Berkeley, Los Angeles, etc.--does not matter.

Mr. Dusel: I will be glad to make arrangements. The only question is that, if the federal government does not give us the money, I may be looking for a job as of July 1. I was hoping that we could provide travel funds to bring the people to and from the meeting.

Dr. Askins: I am sure that that would be even better. I am also sure that the gentlemen, having met here, would come at their own expense because of their interest in this, were such a situation to occur.

Mr. Dusel: I am interested in getting the students started in the early grades so that Dr. Askins will have more than, what did you say? Thirty students. . .to go up to three hundred. Italian is 600 or something at Berkeley. Now why cannot Portuguese be as strong? The reason is, I think, that in San Francisco and Los Angeles we do have high schools that are turning out graduates in Italian.

Mr. Arenas: Let me observe that we are not only concerned with the university bound students. There are also many students who take foreign languages not leading to the specific use of the language as a teacher, but rather because of the interest they have in them. Many of these people go to the junior and state colleges. I think people in the universities who already have established programs can be of the greatest help here in encouraging Portuguese in the state colleges and the junior colleges.

Dr. Askins: A language requirement for the University of Oregon would undoubtedly help a great deal in that state.

Mr. Quinn: We have discussed this many times in the state articulation committee.

Dr. Askins: What has been the reaction, merely for my personal information?

Mr. Quinn: They want the secondary schools to do it all. They want us to require a four year sequence in the high school without having the entrance requirement at the university level.

Dr. Askins: However, that might be one of the remedies for the often made complaint that at times there is a large influx of students from California into Oregon. I am sure that many of those would disappear if this were true. Gentlemen, on my part, thank you very much, especially you, Mr. Dusel.

APPENDIX A

TECHNIQUES OF PROGRAM BUILDING

by

John P. Dusel, Acting Coordinator
Foreign Language Programs
California State Department of Education
June 12, 1967

When I came to the California State Department of Education in the fall of 1964, the foreign languages other than Spanish showed either a decrease in enrollments or an almost negligible increase. An imbalance in foreign language enrollments existed at that time with the great emphasis on Spanish as the foreign language for students in California public schools. A real danger existed that other foreign languages would be crowded out of the schools. Since German is my major foreign language, I did what I could to increase interest in this particular language as well as trying to assist in the building of programs in French, Japanese, Chinese, and Russian. Through the specific techniques which I will list in this paper, enrollments in German in California now exceed those of any other state in the Union. A noted increase in enrollments can be noted for the past three years. In 1965-66, for example, a 17 per cent increase in enrollment took place in grades K through eleven.

I feel that the same tried-and-true techniques for program building which I used for the German language can also serve to emphasize the Portuguese language in our nation's public schools. Here are some specific suggestions which I would like to discuss quite briefly and which might be used as a direct approach toward increasing enrollments in the Portuguese language.

1. Time Planning.

   If Portuguese is going to be introduced as a subject new to the school district, certain calendar dates must be observed. In the largest school district in California, any new course which is to be introduced in September 1968 must be presented to the Board of Education by December 15, 1967. The decisions will have to be made this calendar year in many school districts if Portuguese is to be part of the instruction by September 1968. Some speed, therefore, is imperative, unless we are talking about initiating the drive in 1969.

2. Cooperation of Counsellors and Administration.

   The counsellors or whatever persons actually enroll students into classes should be key persons in our efforts to emphasize high school Portuguese. We must involve counsellors in our deliberations and those administrators directly involved in the planning of the school curriculum. If we do not include counsellors, we may be defeating our purpose; since, unless students sign up for Portuguese, our efforts to train teachers in that language and our work in the preparation of instructional materials may

be wasted effort. Both counsellors and administrators take a very practical attitude toward the introduction of any new subject into the curriculum. They often ask penetrating questions and indicate that certain procedures must be followed if the Portuguese effort is to be successful. Include at least one high school counsellor in our future committee meetings please.

3. Financial Support.

The opportunity to introduce the Portuguese language into junior and senior high schools will be greatly improved if some financial support can be given to high schools. For the past several years in California, successful efforts have been made by the Chinese Foreign Language Association to get that language started on the Pacific Coast. Dr. Kai-yu Hsu, Professor of Foreign Language at San Francisco State College, has been instrumental in the success of Mandarin Chinese in California. He has been supported financially in these efforts by the Carnegie Foundation. If such organizations as the Gulbenkian Foundation as well as other philanthropic groups could be persuaded to give financial assistance to introductory programs, this would be an incentive to the high school administrator who is already hard-pressed to find monies for new programs. Dr. Kai-yu Hsu, with Carnegie Foundation funds, paid for the full services of the high school instructor for at least a two-year period at each high school into which Mandarin Chinese was introduced. He also purchased all student instructional materials to get the courses started. It might be well to include Dr. Hsu in further deliberations which the "Emphasis High School Portuguese" movement might take. His practical experience in building exemplary programs will help us.

4. Why Study Portuguese.

I believe that a simple brochure should be written, printed in huge quantities, and distributed free to all state supervisors of foreign languages, to all colleges and universities presently offering Portuguese, and to all high school districts that might be interested in initiating Portuguese instruction. I have enclosed an example of such a pamphlet entitled "What Foreign Language Should I Study?" which I wrote to assist with our German enrollment program in California. It is most important that a simple statement of the importance of Portuguese be made available to students and their parents as well as P.T.A., community groups, and school administrators.

5. List of Instructional Materials Available or Under Preparation.

It would be most helpful to teachers of Portuguese and those contemplating the introduction of Portuguese to have a definitive list of instructional materials available. Teachers and administrators need guidance in the selection of basic instructional programs for supplementary materials in the Portuguese language. Such a list of materials should be available to people in all the states. I am enclosing an example which is entitled "Selected List of French, German, and Spanish Instructional Materials, Grades Six, Seven, and Eight."

6. Location of Areas of Interest.

I believe the most effective way to introduce Portuguese into California public schools is to concentrate upon certain areas where an interest in Portuguese has been demonstrated. Pilot programs (given some financial support by us) should be set up throughout the state, and a great concentration of assistance should go into pilot areas. We must be able to prove by example that Portuguese is being taught successfully in certain designated areas. We can then refer other school administrators to these pilot programs as examples of how it is done. Unless we begin with several quality programs within the state, a proliferation of effort may result in a blossoming but short-lived number of Portuguese programs. It is most important that those schools that begin instruction in Portuguese build solid and successful programs.

7. Training of Teachers.

The initial effort in the building of instruction in Portuguese depends upon well-trained teachers. We should be able to say to a high school principal who shows interest in introducing Portuguese into his high school schedule that we will send his teacher of Portuguese either to Brazil or Portugal for specific language instruction. It is most imperative that a supply of well-trained teachers be ensured. A constant flow of high school teachers to Brazil and Portugal should be maintained. Training in the language and the culture of these countries should be made available to high school teachers of Portuguese. Presently in California, through my earlier efforts, scholarships for teachers of German to Germany are annually made available through the cooperation of the West German government and the American Association of Teachers of German. This year, for example, fourteen junior high school teachers will again be sent to Germany for summer instruction in the German language. These scholarships are all-expense-paid from San Francisco or Los Angeles to Germany for the entire summer and return. I am sure that similar grants could be arranged through the Brazilian and Portuguese Consular offices. Since the money must be appropriated by those foreign countries, negotiations with the proper diplomats and interested foreign officers should be immediately initiated. It must be done!

8. List of Procedural Techniques.

A sequential, detailed, simply stated list of procedural techniques for teachers who wish to start Portuguese in high schools should be made available. This list should give directions to such teachers or to interested community groups on how to get Portuguese into the school curriculum. Those items listed should be step-by-step, most specific directions on what to do first--whom to see, whom to clear with, when and how to approach certain people, and other very specific suggestions. We must recognize that some individuals are quite naive about how one proceeds to get a new language introduced. This list of procedural techniques can be prepared cooperatively by teachers who presently have successful programs in Portuguese and who can share with us their first-hand successful and unsuccessful experiences.

9. A Portuguese Newsletter.

A regularly distributed, brief newsletter to teachers of Portuguese should be sent out as often as materials accumulate which can be incorporated into such a news medium. It should be quite brief, perhaps no more than three or four pages, and should incorporate latest developments in enrollments and materials throughout the United States. It should mention names and addresses where successful programs are presently being offered. It should list new materials as they come out. It should also incorporate into these lists any services or teaching aids available through the Brazilian or Portuguese Consulates. The flavor of the articles should be newsy and not learned. The papers on linguistics and literature can always be published in Hispania and should not be part of this newsletter.

10. Articulation of the Portuguese Program.

In whatever grade Portuguese is started in the public school, it is most important to have a smooth sequential development of the instruction as the student progresses from elementary school to junior high school, from junior high school to senior high school, and on to college. During the entire Conference on "Emphasis High School Portuguese" I felt strongly that the Conference had been mis-named. The Conference should have been called "Emphasis Junior High School Portuguese" or even better "Emphasis Elementary School Portuguese." Foreign language learning should be started as early as possible in our public schools, or as Dr. Theodore Andersson has stated, "At least no later than kindergarten." I believe it will be most unrealistic to suggest that students start the study of Portuguese in the tenth or eleventh grade. At least in California, many have already been studying a foreign language by that time and it is illogical to think that they should drop one language to begin the study of another in high school. Students should begin the study of a language early and continue with it. For this reason it is imperative that a choice of foreign languages be given to students so they can start the study of Portuguese in the grades. I am enclosing a booklet on the topic of foreign language articulation which was prepared by the Liaison Committee on Foreign Language and which incorporates in a brief, clear fashion many of the foreign language problems facing students in California schools and colleges.

OFFICE OF FOREIGN LANGUAGE PROGRAMS
CALIFORNIA STATE DEPARTMENT OF EDUCATION

GENERAL REFERENCES FOR FOREIGN LANGUAGE TEACHERS

California Journal of Elementary Education, November, 1961.

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The Silent Language, Edward T. Hall. Doubleday & Company, Inc., Garden City, New York, 1959.

Source Materials for Secondary School Teachers of Foreign Languages, E. M. Eaton, M. E. Hayes, and L. L. Norton. U. S. Department of Health, Education and Welfare. OE-27001B Circular No. 690. 1962.

The Teaching of Foreign Languages in the Elementary School, Theodore Andersson, D. C. Heath & Company, 285 Columbus Avenue, Boston, Massachusetts 02116. 1953.

APPENDIX B

STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION
721 Capitol Mall, Sacramento, California 95814

December 4, 1967

TO: Teachers of Portuguese

FROM: John P. Dusel, Acting Coordinator
Foreign Language Programs

SUBJECT: Meeting to emphasize high school Portuguese

The office of Foreign Language Programs of the California State Department of Education is calling a meeting of those California educators presently teaching the Portuguese language or interested in introducing courses in it into the public schools. The Vanderbilt Invitational Conference on High School Portuguese held this past June has given impetus to the movement supporting Portuguese.

Perhaps the major question for the December 18th meeting will be "What can we do to introduce high school courses in Portuguese in California public schools?" Please let me know if you can attend by returning the enclosed card. If you cannot attend, I shall send you minutes of the meeting and will hope that you may be able to attend subsequent meetings early in 1968. If any action is to occur, we must do our basic work before the high schools program and register students for the 1968 September term. This is done early in the year.

Monday, December 18, 1967

Humanities Building--Room 1200
(Near the center of the campus)

UCLA

10:00 A. M.

PEOPLE INVITED TO ATTEND PORTUGUESE
PLANNING MEETING AT UCLA ON DECEMBER 18, 1967

Professor Alfonso Archuleta
California State College at Long Beach
6100 East Seventh Street
Long Beach, California 90904

Mr. Richard Arenas
Washington Union High School
38442 Fremont Boulevard
Fremont, California 94536

Dr. Arthur Askins
Department of Spanish & Portuguese
University of California
Berkeley, California 94720

Professor Roberto Assardo
University of California
Davis, California

Dr. J. Oswaldo Asturias
Supervisor of Teacher Education,
Foreign Languages
University of California
Berkeley, California 94720

Professor Benedito Azevedo
Defense Language Institute
West Coast Branch
Presidio of Monterey, California 93340

Mr. Manuel R. Barroca
Merritt College
5714 Grove Street
Oakland, California 94609

Professor Richard Barrutia
University of California
Irvine, California

Professor Robert Curtis
University of Southern California
3518 University Park
Los Angeles, California 90007

Dr. Alberto Machado da Rosa
Department of Spanish & Portuguese
University of California, Los Angeles
405 Hilgard Avenue
Los Angeles, California 90024

Professor Eduardo Dias
Department of Spanish & Portuguese
University of California, Los Angeles
405 Hilgard Avenue
Los Angeles, California 90024

Mr. David Feldman
Professor, Foreign Language Department
California State College at Fullerton
800 North State College Boulevard
Fullerton, California 92631

Professor William Frietas
San Diego State College
San Diego, California 92115

Professor Armando Grant
University of California
Santa Barbara, California 93016

Mrs. Isabelle Herwig
Department of Spanish & Portuguese
University of California, Los Angeles
405 Hilgard Avenue
Los Angeles, California 90024

Professor Claude Hulet
Department of Spanish & Portuguese
University of California, Los Angeles
405 Hilgard Avenue
Los Angeles, California 90024

Professor John Kelly
University of California
Santa Barbara, California 93016

Mr. A. Klianberges, Teaching Assistant
University of California
Riverside, California 92502

Mr. Alberto dos S. Lemos
1927 East 14th Street
Oakland, California 94606

Mrs. Maronon
Pasadena City College
1570 East Colorado Boulevard
Pasadena, California 91106

Dr. Joseph McCullough
Department of Foreign Language
Sacramento State College
6000 Jay Street
Sacramento, California 95819

Professor William Carey Mein
Defense Language Institute
West Coast Branch
Presidio of Monterey, California 93340

Professor Seymour Menton
University of California
Irvine, California

Professor Jose Santiago Naud
Department of Spanish & Portuguese
University of California, Los Angeles
405 Hilgard Avenue
Los Angeles, California 90024

Mrs. Phyllis Nelson
Pasadena City College
1570 East Colorado Boulevard
Pasadena, California 91106

Professor Theresa Picciano
Los Angeles City College
855 North Vermont Avenue
Los Angeles, California 90029

Dr. Peter Presta
Department of Foreign Language
San Francisco State College
1600 Holloway Avenue
San Francisco, California 94132

Professor Joseph G. Rosa
Defense Language Institute
West Coast Branch
Presidio of Monterey, California 93340

Dr. Cecilia Rosa
Department of Italian
Dwinelle Hall
University of California
Berkeley, California 94720

Professor J. Schmitt
The Athenian School
Star Route
Danville, California 94526

Miss Ilda Stichini
Modern Language Studio
6547 Sunset Boulevard
Los Angeles, California

Professor Carlos Zamora
University of California
Santa Barbara, California 93016

MINUTES OF THE MEETING TO EMPHASIZE
HIGH SCHOOL PORTUGUESE
December 18, 1967

Present:

Professor Roberto Assardo
Mr. Manuel R. Barroca
Professor Richard Barrutia
Dr. Alberto Machado da Rosa
Mr. John P. Dusel
Mrs. Isabelle Herwig
Professor Claude Hulet
Professor Seymour Menton
Professor Joseph G. Rosa

MINUTES from December 19, 1967, cont.

The meeting was held at 10:00 a.m. in the Humanities building at the University of California at Los Angeles. Dr. Albert Machado da Rosa began the discussion by describing the Vanderbilt Conference held this past June to emphasize the teaching of Portuguese in high schools. Vanderbilt University is offering an NDEA Foreign Language Institute for "20 teachers of Spanish (native or near-native) or of Portuguese, with a contract to teach Portuguese." This institute for high school teachers will begin on June 24, 1968.

Mr. Dusel brought greetings from the California State Department of Education and then explained his desire to begin pilot programs in Portuguese in those high schools throughout California expressing interest in the language. At the present time the Portuguese language is not taught in California public schools, grades K-12. He expressed a need for information regarding instructional materials suitable for high school students and availability of teachers to begin Portuguese instruction in districts expressing interest.

Two basic texts were mentioned by the members of the group as being suitable for high school students beginning the study of Portuguese:

1. Modern Portuguese, Volume I. A project of the Portuguese Language Development Group by Barrutia, Ellison, and others. Modern Language Association of America, 1966. Probably two years study would be required for a high school student to cover the twenty lessons.

2. Português Contemporâneo, by Maria Isabel Abreu and Cléa Rameh. Georgetown University Press, Washington, D. C., 1966.

Supplemental materials mentioned were Teatro Brasileiro Contemporâneo (Five plays with exercises edited by Wilson Martins, Appleton-Century-Crofts); and Contos do Brasil, by Hamilton and Fahs, Appleton-Century-Crofts.

A member of the group felt that a high school text should avoid the differences between Brazilian and European Portuguese, concentrating upon lexical items that are common to both.

Several names of teachers with background and ability in Portuguese were mentioned. Additional names should be sent to the office of Foreign Language Programs, California State Department of Education so that a master list of teachers of Portuguese may be compiled and given to administrators wishing to introduce Portuguese into the curriculum. Those teachers and administrators with a possible interest in introducing Portuguese were as follows:

1. George M. Brande, UCR, Department of English
2. John Camara, Jr., Irvington High School, Fremont
3. Heraldo Dasilva, Riverdale Joint Union High School (near Fresno)
4. James Fallman, Stanford University Graduate Student
5. Joel Johnson, Washington High School, Fremont
6. Mildred Murphy, UCLA, Teacher Assistant
7. A Mr. Priest, Point Loma High School (no such name listed on faculty)

8. Dan Santos, Crestmoor High School, San Bruno
9. Gilda Serpa, Tulare Night School
10. Edward Silva, Las Lomas High School, Walnut Creek
11. Fernando M. Silva, Tamalpais High School, Mill Valley
12. Mrs. Esther Starret, University High School, Los Angeles
13. Eugene Wellsfry, Newport Harbor High School, Newport Beach

Publication of a simple pamphlet explaining the importance of the Portuguese language was suggested so that counselors, parents, teachers, and students would have information readily at hand upon which to base selection of this language for study.

Certain cities were mentioned in the discussion as having a number of people of Portuguese descent: Artesia, Chino, Cypress, Fremont, Gustine, Hanford, Hayward, Livermore, Los Banos, Oakland, Sacramento, San Diego, San Jose, San Leandro, Tulare, and Visalia.

The members present (and those unable to attend) are urged to send in (1) suggestions for suitable instructional materials, (2) names of people interested in introducing Portuguese, (3) requests for assistance in setting up Portuguese programs in high school, (4) other information helpful which will emphasize high school Portuguese. Meetings will be held in the Los Angeles area and in the San Francisco area next time to make it easier for more people to attend.

Action now is necessary if classes are to be introduced by September, 1968. Schools begin programming and registration procedures early in 1968. The office of Foreign Language Programs is always ready to assist foreign language teachers in all parts of California.

Respectfully submitted,

John P. Dusel, Secretary pro tem

COMMITTEE ON EVALUATION OF PORTUGUESE INSTRUCTIONAL MATERIALS

Screening, Evaluating, and Selecting Instructional Materials for the Teaching of Portuguese in Elementary and Secondary Grades

STANFORD UNIVERSITY
June 11, 12, 13, 1968

A committee of educators met at Stanford University in June of 1968 to screen, evaluate, and select materials for the teaching of Portuguese in elementary and secondary schools.

Work was started on the development of materials which may be incorporated into a guide for the teaching of Portuguese. It is proposed that objectives, a description of levels of instruction, and a selected and annotated bibliography will be included.

COMMITTEE ON EVALUATION OF PORTUGUESE INSTRUCTIONAL MATERIALS

PARTICIPANTS

Miss Maria Helena Brenner
Instructor of Languages
Monterey Defense Language Institute

Mr. John Camara, Jr.
Teacher of Foreign Languages
Irvington High School
Fremont Unified School District

Dr. Antônio da Costa Lobo
Consul General of Portugal
San Francisco

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Mr. Goldsmith: One of the main questions that I still have not answered is the meaning of "critical language."

Dr. Phillips: I suppose that it means, more or less, one of the neglected languages in American schools and yet one that is strategic and important because of the importance of Portugal and Brazil to our national interests.

Dr. Ellison: "Critical language" is a very specific term that was coined under the NDEA in 1958. Six languages were singled out for immense financial support and given priority. There are approximately seventy-five languages that are needed, but there are six critical ones--Chinese, Japanese, Russian, Arabic, Hindi, and Portuguese. So the fact that Portuguese was on that list must have meant about $25,000,000 in support of teaching and research programs.

Mr. Goldsmith: In order to promote Portuguese, I think that we should publicize here the availabilty of materials. What agency would we contact? Where would we be able to get materials? I found in teaching Portuguese in El Paso that I could not get the materials I needed. This was a major obstacle. The things I did have were not the type of things that should be used. The books represented the traditional approach.

Dr. Wyatt: There is a publication called Conference on Critical Languages in Liberal Arts Colleges published by the Association of American Colleges, Washington, D. C., in 1965. It is a report of the proceedings of the Conference on Critical Languages in Liberal Arts Colleges held in Seattle on April 6-7, 1965, at the University of Washington. This publication contains what I suppose to be a very complete bibliography of teaching materials in Portuguese. The bibliography, compiled by Henry Hoge of the University of Wisconsin (Milwaukee), begins on page 43 and continues through page 50. I do not know whether this includes all materials suitable for high school teaching, but it is my impression that this was to include all materials for the teaching of Portuguese in the United States, regardless of level. The bibliography lists text books (classified as traditional or modern), conversation manuals, dictionaries, and some other aids. I think that this would perhaps be the best single listing of teaching materials for Portuguese.

Dr. Ellison: The bibliography was updated by Henry Hoge in 1966. The title is Bibliography of Materials for the Teaching of Portuguese. It was published at the University of Wisconsin (Milwaukee) by the Center for Latin American Studies. It is a year more up to date and includes such recent materials as Português Contemporâneo by Maria Isabel Abreu and Cléa Rameh. It mentions Modern Portuguese, a new audio-lingual text of which Wyatt and I are co-authors along with Hoge, Richard Barrutia, Fritz Hensey, and Francisco Gomes de Matos. The Hoge bibliography is quite up to date. The AATSP could very well get out a brief, two or three page statement to all people interested, making available this information which is so crucial, I think.

There is also the question of which "variety"of Portuguese to teach. Continental and Brazilian Portuguese are equally important. In the practical instance, you need something for which tapes are available. If tapes are available for Brazilian Portuguese, also fine. In other words, availability and other considerations enter into the situation, although

theoretically, one language is as good as the other. Maybe in New England the Continental Portuguese is more useful in New Bedford. Houston does hundreds of millions of dollars worth of business with Brazil, and perhaps this is the language for people there.

Mrs. Webb: The AATSP represents the best way to reach all the Spanish teachers. I think any professional Spanish teacher who would be interested in becoming qualified for Portuguese would belong to this. Through AATSP and with some very good publicity, I feel that we will be able to reach those interested in Portuguese.

Dr. Ellison: I heartedly agree, and I think that our strength is magnified now that we are a part of AATSP and not just some little thing called Portuguese Language Development Group that was really defenseless and fragile.

Dr. Phillips: I think that is quite good. In all of our problems--I am reiterating this--it is a matter of communicating with one another. Anyone who really wants to know something about Spanish or Portuguese in either high school or college would probably belong to the AATSP because it is a nationally organized group.

Dr. Ellison: This is true. I would like to tell Mrs. Webb, too, that one of the great dividends is that we can now use Hispania to communicate; and the editor is a marvelous man who believes strongly in the Portuguese cause.

Mrs. Webb: I would also like to mention that through the local AATSP chapters a lot can be done. We have a very active chapter.

Mr. Blanco: Several of us state supervisors were talking amongst ourselves here, and we have criticism of the actual Conference itself. I think that when future conferences are planned, there should be more emphasis on high school. I do not know whether we were misled or whether the title of the Conference is a misnomer, but I feel that a very little and insufficient amount of interest has been put on high school. We heard some very fine papers during the plenary sessions, but I question highly their applicability towards the whole problem. I realize that they are trying to give the rationale for the teaching of Portuguese, but I am afraid that some of these people failed to communicate to a lot of us. At first, I felt that I was the only one to react in this way; but as I put out my feelers, I found that this was not so. About the only one yesterday who had something specific to say about high school Portuguese in his presentation was Dr. Ellison. I think that the organizer of the Conference could have done much better in bringing together people such as Mr. Goldsmith and the people from Massachusetts who are presently teaching Portuguese at the high school level. Who would be better qualified to convince people about the value of teaching Portuguese than a high school teacher? This should certainly be a strong point to remember when future conferences are planned. We are trying to articulate--I think this is the word now in vogue--the high school with the college; and in many instances, unfortunately, we still exist as two separate entities attempting to coordinate our efforts. If more high school people had been involved in the actual program rather than meet right now in their individual seminar cubby holes, I think the Conference would have been more beneficial.

Dr. Ellison: May I comment there? I think that we are at the beginning of our history. The next step seems to be another conference right away; and we are going to have, at the regular AATSP meeting in Chicago, a whole session devoted to this. I have already asked a high school teacher, Mr. Cavaco, to speak; and if he cannot, I will follow your suggestion and find someone who can speak on this same problem.

Dr. Wyatt: I have just gone back to look at the program of the plenary sessions in the light of what Mr. Blanco has said; and reading the topics, the themes, "The Place of Portuguese in the Modern World;" "Specific Career Importance of Portuguese Language Competence," and "College Academic Fields of Specialization with Portuguese Language Relevance, " it seems to me that it must have been felt that you had to be convinced that there was a future for those who took Portuguese. I am not attempting to defend the Conference organizers, but it looks as though they thought they had to convince somebody. I believe, fortunately, no one at this particular seminar needs to be convinced.

Mrs. Webb: I would be interested in obtaining a bibliography of interesting cultural reading in both English and Portuguese.

Dr. Ellison: We have lists at the University of Texas that are yours for the asking. We need a clearing house for many things, including that.

Mr. Blanco: Well, as far as the clearing house is concerned, the Texas Education Agency can help you here. All we would need is some kind of bibliography that we could reproduce. I was happy to hear about the Conference on Critical Languages' bibliography and the Portuguese supplement, as well as Hoge's later edition published separately. We will try to do anything we can to promote the teaching and encouraging of schools to initiate programs. I see us as a sort of clearing house for Texas, anyway.

Dr. Ellison: The idea of a bibliography you are asking for already exists. It was done by Professor Bernstein in New York. It is called A Bookshelf on Brazil. Now, of course, it does not include Portugal, but it would not be too hard to add Portuguese titles. If we could get Professor Bernstein to let us Xerox, through Mr. Blanco's office, some copies of the bibliography, which he gives out free, you would have some marvelous book titles available. It is a critical bibliography with about ten lines on each book and about 100 titles.

Dr. Wyatt: Dr. Ellison, is the material that has been used in Austin at St. Edward's High School still available for use in other high schools?

Dr. Ellison: This is an interesting question because those materials were the basis on which we wrote our book, Modern Portuguese. In other words, they have disappeared. We have been working on all kinds of things out there at St. Edward's, but we got rid of all those materials after Modern Portuguese.

Dr. Wyatt: Are you suggesting that Modern Portuguese can be used at the high school level on an experimental basis?

Dr. Ellison: I am, on an experimental basis.

Dr. Phillips: Now, on this matter of bibliographies and so forth that could be available through Mr. Blanco and the Texas Education Agency: I do not want to take anything away from Mr. Blanco or any work he wants to take upon himself, but would that not be a function of this new section of AATSP? Do they not have a type of news bureau where they prepare things for national use as we have in the AHES, for example?

Dr. Ellison: Yes, indeed. I have no commitment from them and cannot speak for them, but they have a section in there on new materials. They have very useful things there, and I am sure they would be happy to print the things that we send.

Dr. Wyatt: Mr. Blanco, can you fill requests from other states, adjoining states? I know that Dr. Phillips is from Louisiana. Do you give help to those people in Louisiana?

Mr. Blanco: We do, let us say, through the back door. We do honor requests for materials from other states for such things as bulletins. As far as officially offering our services out of state, I am afraid I could not.

Dr. Wyatt: Mr. Blanco, could you duplicate tapes or provide tape recordings as you do for others in the state of Texas?

Mr. Blanco: We do fill requests from other states. As far as Portuguese is concerned, I do not know if we could, right now, begin to duplicate tapes in Portuguese. It is for this reason: the tapes that we have are for the state adopted textbooks and also for a lot of other supplementary materials originally used with texts. There would have to be an enrollment of at least 10,000 in Portuguese for the state of Texas to adopt official textbooks for that language. So, until then, I do not see how we could provide tapes in Portuguese. We could not justify our spending a lot of money for recordings in a language for which there were not official textbooks.

Dr. Wyatt: Mr. Blanco, you do provide tape recordings of phonograph records of songs, poetry readings, and things like that in Spanish. If you had those materials in Portuguese, could you also make those available to people outside the state of Texas, say those in Louisiana, since Louisiana is included in this seminar?

Mr. Blanco: Usually the way it is handled as far as the tape recordings are concerned for out of state is this: we will often record them for another state's department of education, but not as a rule for individual teachers.

Dr. Wyatt: If someone in Louisiana wanted copies of Texas Education Agency tapes, and if a university, college, or high school in Texas had copies of those tapes, would it be illegal for the Texas institution to copy them and send them on?

Mr. Blanco: You mean if the University of Texas had them? After taped copies leave us, our responsibilities end.

Mrs. Sybert: Could the person not send a blank tape and let you record some of the materials that you have?

Mr. Blanco: We have a collection of 3,000 tapes, some of which are in foreign languages. We have a catalogue for foreign language tapes. If the teacher sees a tape listed that she likes, she sends the blank tape to the Texas Education Agency which records it; and all the teacher pays for is the postage.

Mrs. Sybert: Then what is the need of one's going through the Texas Education Agency to get materials that originate at the University of Texas?

Dr. Ellison: The problem seems to be that we might have tapes of songs and plays, but we do not have the facilities to make copies. We just cannot provide that service the way we are set up. So the idea would be for us to supply Mr. Blanco with our tapes on a loan basis; then you send in your tapes, and he makes a copy for you. Would that be legal?

Mr. Blanco: Yes.

Mrs. Sybert: Then it would be legal for you, in effect, to record what another is making available.

Mr. Blanco: Really, at the present time, unless there were actual Portuguese programs in the state, a sufficient number, of say five or six, we could not start this production.

Mr. Goldsmith: Many of these things that we have just mentioned can be purchased at the local level, if the school's local administration is favorable to the program. Most of the things that I got were obtained through the budget of the department in the school. I obtained tapes, books, pamphlets, and that kind of thing.

Mr. Blanco: If the school is teaching Portuguese or is going to, then you could request your materials under NDEA.

Dr. Ellison: May I ask the chairman a question about the agenda? I am hoping the chairman himself is going to tell us soon about his program. It seemed to me, as I looked around the room, that he is the only high school Portuguese teacher here. I am hoping we will hear from him as a very important part of this program here.

Mr. Goldsmith: They suggested here that one of the topics for investigation would be the cooperation between high schools and universities in the area of teacher training and supplementary courses. Is this actually as important as it seems? In our area I have at least forty or fifty students interested in Portuguese that have been taking it. Only about two or three of these will actually go on to college. So is that the important factor here?

Dr. Ellison: I interpret that to mean how the universities who train teachers can cooperate with high schools who want to start programs in Portuguese. For example, at the University of Texas at Austin, we have a four-year B. A. program for those who major in Portuguese. Usually they have a double major in Spanish and Portuguese. It is kind of funny, because there are not

any jobs for these well-trained B. A. people in Portuguese; but we might find some as we grow. To me, a prior question, or a very vital question is: What high schools around the state would like to start or who has the best chance to start Portuguese or what are the chances in Texas and in our region only for implanting Portuguese? What different methods are there? That is the only connection that I see in teacher training, because we can train all the teachers that you want; but there are no jobs for them. To me the jobs come first.

Mrs. Webb: I disagree with you about the jobs coming first. I feel that it is going to be very difficult to get Portuguese started for several reasons; and concerning the high schools in my area, we can go into that later. I feel that we have some true missionaries--I would like to be one myself--and that if teachers were interested in Portuguese, they would like to pick up extra college hours in Portuguese. With that knowledge obtained gradually or intensively or however, then you will have a circle of Portuguese enthusiasts that will grow. But I feel that at least in our particular area, unless you have the people trained, it is going to be very difficult to get Portuguese in. Therefore, I would like to know what could be done to interest teachers who would be interested in qualifying themselves in Portuguese to take up work at the universities now. This was first publicized as a possibility at Vanderbilt University under the NDEA. I saw something immediately wrong. I went to my principal, and I said, "How about this?" He is pro-language, academically grounded, and he said, "Impossible, we cannot spare even one Spanish teacher one hour, so forget it." So my feeling in the first thing is to have some trained teachers, not trained with the idea that you must immediately that fall go back and teach Portuguese. You can then start to become a missionary and see what you can do with it; and at the same time, you are getting more knowledge.

Dr. Phillips: I think it is the old question of which came first, the chicken or the egg. In our area, we do not have any Portuguese in the high schools. And I do not know of any high school teacher who is prepared to teach Portuguese. As Dr. Ellison pointed out, we can do a retread, I am sure, in a summer institute or something like that. If we want to introduce Portuguese in a particular high school, who is going to teach it? Okay, it is going to be Mr. So and So. Can he teach it? No, but he will be able to teach it by September. Well, okay, then we will talk about it. It might go something like that.

Mrs. Webb: I would like to point out a correlation with Russian. We had programs in Russian in four schools. We now have them in only two. One teacher takes care of all of the instruction by going from one school to the other. The reason we lost Russian in the other schools was because we lost the Russian teachers. Therefore, I think that a principal gets very discouraged when he sees he had a program, but it collapsed because his teacher left. I think you first have to convince him that you can teach Portuguese and ask, "How about using me?" This is better than saying, "Let us set this up and find somebody." I think that finding somebody is a job. That phase has to come later.

Mrs. Sybert: NDEA institutes require that you be promised a job before they train you, so how is this going to work?

Dr. Ellison: It seems to me that we ought to remain flexible and have several approaches. One of them is my favorite one. It is the big campaign along the lines of Mr. Goldsmith's activity, which we can talk about later. Many of us might dedicate ourselves to that particular kind of campaign, but not forget the kind of campaign, or kind of case you represent, Mrs. Sybert. You are one who wants to learn Portuguese. True, you could not get in an NDEA science institute unless your superintendent agreed to it; but we can train you at Austin, for example. We usually have an intensive summer program. We could help you if someway you could get up there and spend the nine weeks. We would immediately have some funds, or we might find some funds somewhere.

Dr. Wyatt: May I suggest that Portuguese might be started sometime when you need more personnel to teach Spanish, but you do not need a whole position at that moment. Those moments occur rather frequently at my institution. At that moment a person on the scene might propose to retread himself and have the principal employ an extra teacher of Spanish. That extra teacher could relieve the retread person of some of his or her Spanish and take on the extra Spanish load that existed. I do not know if that arrangement could be made in the high schools. It is an idea. At the college level, that is one way we do things. We are trying to get started in Russian that way, for example.

Mrs. Sybert: I spoke to the head of a university language department in my area, and he is not interested in setting up a program right now. We have an extension division of the university there; but they are not interested in Portuguese, so we have to go away.

Dr. Ellison: One of our graduates, a Ph.D. in literature and sociology is going to be the head of the Latin American Center out your way. If I know that gentleman, he would be delighted to try to convince whoever is the right person of the value of some type of Portuguese project. My thought is that in attempting to convince people, we ought to have an excellent plan worked out in advance. We might plan a regional approach, maybe almost the same for all areas, and then say, "Here is our plan. Can you make it work?" The plan would involve teaching Portuguese to highly motivated and perhaps well situated Mexican-Americans, a high enough socio-economic group that they would have a chance to go on to college. In other words, we could work on these two resources for a program. This group would go on to college and might become the experts that the federal government can truly use. It would build Portuguese, and it would provide employment ideally suited to the people involved. We could get a few hundred or a few thousand Mexican-Americans teaching in experimental situations. In other words, they would not have to guarantee they would do this permanently. If that worked, then all the other things would just automatically fall into place. That is where I would put our major emphasis. That is why I am so interested in what Mr. Goldsmith is doing in El Paso.

Mr. Blanco: I think that we should also think in terms of establishing a Portuguese program in the high schools. This should be done in high schools that already offer a minimum of four years of either Spanish or French, or some

other language. I have seen too many high schools that pride themselves in offering two years of French, two years of this, and two years of that. This takes place in spite of our efforts to encourage the schools to establish a longer sequence in at least one language before establishing other languages. I think this should be one of the major considerations.

Mrs. Sybert: When you have students far above average and living on the Mexican border, as we do, they should be able to have two years of Spanish and two years of another language. We should not hold them back because we would overlap university courses. Those university courses are not any harder than what we are offering in two years of high school.

Mr. Blanco: This is true. I was thinking of a situation, say in Georgia, where the students would not necessarily be of Mexican descent.

Mrs. Sybert: This year we have five levels of Spanish. Within the next couple of years, we shall have what we call level six. Besides that, we offer four years of French, four years of German, four years of Latin, and four years of Russian. Now, here is our problem. My principal's question was, "Whose students are you going to steal?" Right now, we are facing great competition among the languages, and a good bit of envy because the Spanish program is so much stronger than the other language programs. We will go through six levels, and the other language groups still begin at the ninth grade. The second prob em we are facing is that we are getting almost to the point of specialization in either humanities or science at the end of the junior year. We are losing some of our top students who are taking computer mathematics, second year biology, or all the advanced science-math courses. However, when I talked to my students about the possibility of Portuguese, a number who wanted to go int diplomatic work, Latin American studies, or something like that, would have gladly left Spanish for Portuguese. They have had a lot of Spanish--through fourth or fifth level of Spanish. Why should they not leave it and go on to Portuguese? I think that we are going to get into this problem. First of all, we are going to have a certain amount of resentment on the part of other language teachers for taking their students away. Secondly, if your advanced Spanish teachers are the ones qualified to teach Portuguese, if we have a missionary type of program, they are going to have to have additional preparation for advanced classes. They must be willing to work on Portuguese. However, there are three of us who teach advanced classes in Spanish and are very interested in working in Portuguese. The problem would really be selling Portuguese, perhaps as an outside program to begin with.

Mr. Goldsmith: Well, that is the way I started Portuguese in El Paso. It takes persistence to get it into the curriculum as a formal course. I found that there was a need for another language in our school. We were only offering Spanish at the time. With these students, Spanish was really not a foreign language because they were speaking natively. So, in 1960, we started a club; and we have been doing it this way for six years. We could have offered a course this year in the regular curriculum; but I felt that I myself was not ready to do it, because I only have eight hours or eight credits in Portuguese. But by attending an NDEA institute, I probably

could acquire the amount of credits needed. We have had tremendous interest in Portuguese. From 1960 there were no less than thirty or forty members in the club each year. And this year, we have over sixty that were interested in Portuguese. We meet once a week and have three class sessions, and the fourth session of the month is a laboratory meeting when we review the materials that we have covered in the class sessions. Most of the materials I use were acquired through NDEA, but the books were not adequate because they were of the traditional type. So the other material that I use was produced by myself, such as tapes to accompany books. Now the program will be offered as a course because of the success in offering it as a club activity and because I was able to persuade the principal that it would be something worth while. By offering Portuguese as an extra-curricular activity or during a zero period, say from 7:30 to 8:30 A.M., it does not have to conflict with any of the other languages that are offered. As an extra-curricular activity there is no competition with the other languages. At least, that is one advantage in not having a regular course.

Dr. Phillips: In this connection, assuming that you are certified to teach Spanish, would you also have to have a certain number of hours of formal preparation in Portuguese to be allowed to offer this as a regular course in your school?

Mr. Goldsmith: Yes, I think there are such requirements by the state of Texas.

Dr. Wyatt: Dr. Ellison, does the University of Texas offer Portuguese by correspondence?

Dr. Ellison: Yes, but it is not an ideal way to learn Portuguese. It is a course in reading; and I maintain that if you know Spanish you can read Portuguese anyway, so a correspondence course is going through the motions. We offer only one such course, Portuguese 312K. It is our third semester course, and I would not recommend that any serious student take that.

Dr. Wyatt: I was thinking of a practical solution to the problem only, if Mr. Goldsmith needs so many hours of Portuguese.

Mr. Blanco: I have a very poor memory as far as these certification requirements are concerned; but as far as the secondary school teacher is concerned, twenty-four hours in a subject are required in order to be fully certified to teach it at the high school level.

Dr. Wyatt: Twelve of those hours must be advanced. How many times can Portuguese 312K or 312L be repeated? Can that course be repeated when the topic changes?

Mr. Blanco: No.

Dr. Ellison: Let me ask Mr. Blanco if there is some revision which provides that on an experimental basis. A high school teacher or a teacher working in collaboration with an outside researcher, say from the university, can go in and teach? Are there exceptions to the rule of having twenty-four hours to be certified?

Mr. Blanco: Not in the case of full certification. One can teach with what we call a temporary certificate. One does not have to accumulate all twenty-four hours in a subject before he can go out and teach, but he is not a certified teacher.

Dr. Ellison: That seems to me a hope. In other words, by means of a temporary certificate used by someone who is making excellent plans, maybe we can get Portuguese going. We could b ing that person to a center, wherever that might be, and maybe even get some financial support for him some day while he was finishing up those twenty-four hours in summers.

Mrs. Webb: Is there any minimum number of hours that one must have to begin teaching if he is already teaching? How many hours would one need to begin teaching Portuguese?

Mr. Blanco: As far as that is concerned, I do not know of any minimum in the field of specialization. I know we have many teachers who do not yet hold a degree. The minimum number of hours is ninety. I do not know of any regulation that states a specific minimum of hours in the field of specialization.

Mrs. Webb: So, in other words, this really would not be a problem if one were already teaching.

Dr. Phillips: I think it is the same in Louisiana. Whether one is teaching or not, a temporary certificate can be issued. If it is a question of taking education courses, or specialized courses, one is more or less bound to acquire six hours per calendar year until he becomes certified.

Mrs. Sybert: Mr. Blanco, do I have to have twenty-four hours in Portuguese to be able to teach Portuguese when I already have over fifty hours in Spanish and twelve hours in French?

Mr. Blanco: Yes, to be fully certified, but you could be working toward those hours and teaching Portuguese at the same time.

Dr. Phillips: But eventually one would have to have twenty-four hours' credit in Portuguese to be fully certified as a teacher of Portuguese?

Mr. Blanco: Although I do not think this applies to anyone of you here, what is called the grandfather clause allows those who were certified before 1962 to be fully certified in a subject without having twenty-four hours credit in it.

Mrs. Sybert: I come under the grandfather clause. I can teach at all levels, and I have even taught math in elementary school.

Dr. Ellison: It seems to me that is the case in the state of Texas. I do not know about Louisiana. Changing the line of discussion, I should like to point out that a great campaign is now being waged in behalf of the Texans of Mexican ancestry by those interested in the problem of bilingualism. This is a very favorable moment for a study, if only an experimental study, to be made to see how the diversification, how a second language, namely Portuguese,

fills the practical, cultural, and psychological needs. I have a feeling that a strong psychological boost will come out of this. This is one of the strongest selling points for Portuguese. In other words, Portuguese to build souls, that is what I am thinking about. And if there ever was an ideal time in Texas, maybe in the western corner of Louisiana, this is it.

Mrs. Webb: With the line of prestige still in mind, I have another question. In Houston we recently established a Spanish language cultural group which has been marvelous, stimulating interest among doctors at the medical center, people who are just loosely associated with Spanish or some aspect of it, as well as teachers, professors, counselors, and so on. Is there any such group in Portuguese that could sort of stimulate cultural interests, plays, readings, anything like that?

Dr. Ellison: I do not know of any group like that, but I think we ought to organize some kind of regional group for us and our friends and people interested in doing the same sort of thing. We could even have our own little newsletter, which maybe Mr. Blanco and I, being together in Austin, could get out jointly. I could supply the paper, and he could come up with the ideas. Anyway, I propose that in a friendly way we have a little regional gathering with a little newsletter put out by Mr. Blanco and myself.

Mrs. Webb: I would like to suggest that we contact, for example, the Brazilian Consul in Houston.

Dr. Ellison: Let us also use the AATSP. That is what they are for. Maybe a smarter way would be to organize sub-committees of AATSP chapters and then just correspond through that group, and even have a little newsletter on Portuguese.

Mr. Blanco: Why could the Brazilian Consul not be invited to address the AATSP chapter meetings with the understanding that Portuguese not be played up too much because it would scare the Spanish teachers away? The French Consul in Houston has a cultural representative who goes all over the state speaking to groups. I do not know whether the Brazilian Consul has such a person now, but perhaps the consul himself could do this.

Dr. Ellison: I am told that the Brazilian Consul in Houston does not have time for this, but that he has a vice-consul who does all the cultural work. He has been very helpful. You may know that we are giving a summer, intensive program in Portuguese at the University of Texas this summer for undergraduates and graduates with NDEA help. The Brazilian Consulate has lent us some very useful material. The AATSP is getting ready to launch a plan, which we discussed at a national committee meeting lately, according to which a cultural package for Spanish would be sent all around the country. You probably know all about traveling exhibits. I think we could have something like that for Portuguese, at the right moment. Of course, all these questions are a little premature until we get some other things going.

Mrs. Sybert: You should also consider that major industrial corporations in Brazil might help us. Pemex, the Mexican petroleum industry, helped me extensively while I was in New Mexico. They sent speakers, movies, and many other aids in the classroom. Big business in Brazil can no doubt help us in a similar way.

Dr. Ellison: Houston is the second most important port in the U. S. as far as Brazil is concerned. If Brazil does so much business with Houston, there is another entering wedge. Lots of Brazilian businesses may be eager to help somebody in Houston and maybe all of us. Brazil has a Consulate in Houston because of the volume of its business there. One of our best arguments is based on the practical aspects of learning Portuguese.

Mrs. Webb: We have very poor luck in asking consuls for help. People from the consulates say they will speak to high school groups. They are very lovely, and you call them to remind them; but on the appointed day they do not show up. I think maybe there simply is not enough prestige involved when it comes to addressing small groups. If we can get something organized so that the consuls feel that it is important and worth diplomatic effort, then they may help us. I think the university people can really help us in this endeavor.

Dr. Ellison: My philosophy about consulates and embassies is to be always so strong that you do not have to depend on them. And then if you get strong enough, they will ask to come to you. This is the way to operate, and they would be very welcome. You cannot count on consular staff--people who are not permanent. They are frequently transferred to another post. I would ask the Brazilian business people for some money or something concrete. We do not have money that would allow us merely to operate.

Dr. Phillips: May I come back to the thing you said, Dr. Ellison, that was premature. In Louisiana we need materials. Miss Babineaux, our foreign language supervisor for the state of Louisiana, is eager to get any type of materials to use on an experimental basis in Louisiana high schools. Display materials, exhibits, or any kind of materials could be used, perhaps on an informal level.

Mrs. Webb: I would like to suggest that we set up some machinery for getting a list of people interested in a cultural emphasis group. I think this could be very important in eventually getting backing from our school administrations for setting up Portuguese.

Mr. Goldsmith: Returning to the required twenty-four hours in Portuguese for accreditation, if the Portuguese institute is approved for 1968 at the University of Texas, how is it possible that credit for sixteen to twenty hours of work might be granted? The announcement states that the institute work will represent the equivalent of that much credit.

Mr. Blanco: This would have to be evaluated by the Division of Certification of the Texas Education Agency to see if the work did, in effect, represent the equivalent of that many hours. Dr. Ellison, in regard to a teaching certificate, have you submitted a plan to the agency for certification in Portuguese?

Dr. Ellison: I think so. The university catalogue describes the teacher training programs; and I believe that Dr. Mildred Boyer, at our university, was involved in our teacher placement and that she accommodated Portuguese.

Mr. Blanco: I was wondering because, just before I came to this Conference, I talked to one of the people in the division of certification; and she said that the university has not permitted a plan for certification of Portuguese teachers.

Dr. Ellison: I will look into that. And I should like to follow up on Mrs. Webb's suggestion that we have some sort of group that functions.

Mr. Goldsmith: In El Paso there are two other teachers besides myself who have some accreditation in Portuguese, or some ability.

Mrs. Webb: What I have in mind would include not only people already in Portuguese, but also businessmen or anyone who might be interested in joining us.

Dr. Ellison: Why do we not try to see about a more professional kind of organization through chapters. How many chapters of AATSP are represented by all of us? You have a chapter in Houston, do you not?

Mrs. Webb: We have one in Austin, and there is one in El Paso.

Dr. Phillips: There is one in Louisiana for the whole state.

Dr. Wyatt: There is the Lone Star Chapter in North Texas.

Mrs. Webb: There is a chapter in the San Angelo area.

Mrs. Sybert: The AATSP is very strong in New Mexico.

Dr. Wyatt: The Lone Star Chapter of North Texas also includes part of Oklahoma.

Dr. Ellison: My suggestion is that we consider ourselves in this region, Texas and Louisiana, which is a rather legitimate organization region. If we organized our own region in an excellent way, then it might possibly serve as a model for other people and other sections, if for any reason they needed a model. Let us have an organization and try to make it work at our level in such a way that if followed as a model on the national level it would strengthen Portuguese. Let us use the structure of local AATSP chapters.

Let us consider ourselves as an organizing committee for the region, sign our names to a letter to the chairman of all the AATSP chapters in the region, tell them what has been going on in one paragraph, and in the next paragraph ask whether they would like to form a Portuguese language subcommittee and sponsor us. We want to appeal to the professional position of the Spanish teachers, not take anything away from them. We could ask them if they would consider setting up a subcommittee in which we people could affiliate, plus others who might become interested. This is one way to go about it.

Mrs. Sybert: The group in New Mexico is very strong. I have been an officer there. I have been a president several times in that particular area; people there are in Spanish, of course, but they could be retreaded into Portuguese.

Dr. Ellison: Is there an AATSP chapter there?

Mrs. Sybert: Yes.

Dr. Ellison: I think this is possibly a good organizational approach.

Mr. Blanco: I see the University of Texas as the center of a strong geographic area in Texas. It is a natural. Portuguese is taught at the university, and there are a large number of Spanish-speaking people there. There is an AATSP chapter there. As far as Fort Worth or Dallas, I do not know. I would see Fort Worth as a stronger area than Dallas. Fort Worth has a stronger language program. Are both cities in the same AATSP chapter area?

Dr. Wyatt: Yes.

Mrs. Webb: I like Dr. Ellison's idea a great deal. If he is not too loaded down with all the other things he is doing, I would like to move that he compose a letter for us.

Dr. Phillips: I second the motion.

Dr. Ellison: I would be delighted to do that, and I am sure no formal motion is necessary to make me do the job. I ask the privilege of consulting with Mr. Blanco, and we will do it together in the same town. He represents fields of knowledge that I do not, so it would be an enriching thing if we worked together. We will also need a list of the people who are interested in establishing Portuguese in the high schools. It seems to me that we are making excellent progress here. I would like to propose that, in addition to this, we plan for this group to get together sometime. What do you all think? Is a travel fund ever available, or do they have teacher's meetings that you would be attending anyway to bring us all together? What do you suggest?

Mrs. Sybert: They will allow us one or two days for these trips.

Dr. Ellison: I only tossed that out to see what the reaction might be. Texas and Louisiana are such a large area that maybe our regional breakdown by AATSP chapters is the best arrangement, supplemented by a newsletter to keep us, who obviously are strongly interested, together. That way we would not have to worry about travel. We can mail each other information so that we can tell whether each regional chapter of AATSP is making fair progress.

Mr. Blanco: Would we not want names, addresses, and everything on our mailing list?

Dr. Ellison: If Blanco has a list of high school teachers interested in Portuguese, we can use that for a newsletter mailing list.

Mrs. Webb: I would like to suggest that, when we send this letter to AATSP chapters requesting a subcommittee, we ask each chapter to make a register of those who have college minors or hours in Portuguese.

Dr. Ellison: I like your idea, but I would like to keep this letter short and not ask them to do anything but to plan the committee. Then the committee can, indeed, start to do just that sort of thing.

Mr. Blanco: In relation to this letter, could we not put into it a request that they report to us their action so that the letter will not simply go out and we will never know if they established a subcommittee?

Dr. Ellison: We will certainly keep up with it. I believe we will get a letter, not immediately since summer is upon us, but by the first of fall; and that will be soon enough for us to get started. I believe we can count on the collaboration of these people.

Mr. Blanco: It is not that they will not want to, but in many cases they may not be able to stir up enough interest.

Dr. Ellison: We will have to, when you and I compose it, put in a clause to take care of that very good point that I had not thought about. We know someone in almost every area. Maybe we could informally take it upon ourselves to check and see how this project is coming along at the proper time.

Mr. Goldsmith: I will be the chairman of our chapter, so I can push it in the El Paso region.

Mrs. Webb: I am past president of ours, so I will push it there.

Mrs. Sybert: I am in Mr. Goldsmith's group, so I will help him push it.

Mrs. Webb: We came up with the idea that it might be possible to obtain through some source, perhaps from a university, Portuguese tapes for teachers and students interested in learning that language as an extra school activity. This extra study could be a teacher-student joint project.

Dr. Ellison: I think that is within the realm of possibility, and I think it is an excellent idea. I wholeheartedly support it.

Mrs. Webb: I see two advantages to such a plan. It may stimulate enough interest so that one could eventually start regular classes, and the teacher could also send the university some students with a great deal of interest in Portuguese.

Dr. Phillips: I think that sounds very good for Louisiana, too. There we have no Portuguese in the high schools.

Dr. Ellison: As a comment here, what we need to make that plan work well is some money. To do this on any scale would involve the cost of tapes and texts. If we have a foundation that would give us five hundred to a thousand dollars, we might put these materials in every classroom in Louisiana as a project. But it would take more money to do it on a larger scale.

Dr. Wyatt: I would like to suggest the possibility of lending tapes to be duplicated. I know the publishing companies do not particularly like to lend tapes, because they come back in such bad shape, but perhaps a set of tapes could be called expendable. They could be used until something happened to them. In a language lab it would not be much of a job for this to be done at the school where the tapes were wanted. One could use the lab itself as a reproducing unit when not in use by students.

Dr. Ellison: That might be one way to speed this up.

Mrs. Webb: Perhaps with such an activity, tapes will be the largest expense, and perhaps in many schools--I realize not in all--many of the students would be willing to buy their own books for such an activity if the tapes were available. Or, perhaps, if it involved students who could not afford this, there could be a curriculum or activity fund that might be able to afford the books, if the tapes were available.

Mrs. Sybert: If you are going to do this as a club activity, it will work; but I was told in one school not to allow this arrangement because the poor students could not afford to pay. It would exclude them from participating in the program.

Mrs. Webb: I did not mean the tapes; I meant the books. In our advanced classes, we often have the students buy their books. They want to own their books. This would depend on the schools. I think, perhaps, that sources could be found in the schools to buy books when students could not afford to.

Mr. Goldsmith: In my area, we have raised money for such things through the sale of cakes and candies and different things like that to buy materials that we needed.

Dr. Ellison: Speaking of the Modern Portuguese tapes in which Dr. Wyatt and I are interested, we have developed a system for distributing those tapes that is not costly. The charge is negligible. If a club had fifty dollars and could buy fifteen boxes of new tapes, the University of Texas could record the tapes. The university's laboratory that does the work would keep five of those blank tapes, and send back to the group ten recorded tapes. A group would be paying five boxes of new tape for this recording service. The only problem is that this service could not be offered on a national scale.

Dr. Wyatt: Dr. Ellison, do you think it would be practical at all to have several sets of tapes that would circulate to be duplicated at the site, so to speak?

Dr. Ellison: Probably that would work, except that at the moment it certainly would conflict with our present way of distributing the Modern Portuguese tapes around the country. We already do it on a fairly large scale.

Dr. Wyatt: I thought you meant you might have to curtail that service from the University of Texas.

Dr. Ellison: If we had to curtail the service completely, then maybe this would be a solution. But at the moment, we still have this system for duplication; and to put in another system would really complicate matters.

Dr. Wyatt: If your present system breaks down, then perhaps this would be another possible approach.

Dr. Ellison: If our present system breaks down, other ways would have to be tried. Normally, as you know, these tapes from a manufacturer would cost one hundred dollars for ten reels. I can get all the tapes one would want for ten dollars each. This is too expensive for our purposes here. We have to think of some better way.

Dr. Wyatt: Especially so, because when the text is revised, the tapes no longer fit the text, and the expense for tapes recurs.

Dr. Ellison: Exactly.

Mrs. Sybert: Could the NDEA funds be used to buy tapes and books for a club activity?

Mr. Blanco: For club activity, no. The school has to be teaching the language for which the materials are being sought. However, I think there was an exception made for El Paso. Those were, in a sense, classes that were being taught, even though they were not part of the regular curriculum. As far as blank tapes are concerned, they could be ordered together with those for Spanish, French, or one of these others.

Dr. Wyatt: Mr. Blanco, can the schools get the discount prices that state colleges and universities can on audio tapes?

Mr. Blanco: Yes, but the amount of discount would depend on the distributor.

Mrs. Webb: Now that we have talked up this idea of a club approach, I would like to ask Mr. Goldsmith how he handled attendance rules, how he got them to attend. Was it purely interest? What about conflicts with other meetings? Did you have any special techniques? It sounds like your program was very well organized. I do not know how you accomplished what you did.

Mr. Goldsmith: There were no conflicts with other clubs because our clubs are set up so that they meet on different days. There are no conflicts at all. We have some clubs that meet in the evening and others that meet in the morning, and they are arranged so that there is no conflict between them. All of the students attend them regularly.

Mrs. Webb: One of our problems is that we are overloaded with club activities. Clubs meet at anytime before or after school. Does anybody have any suggestions as to how this problem could be overcome?

Dr. Phillips: I would like to have more details on Mr. Goldsmith's club. When does yours meet? Did you say after school?

Mr. Goldsmith: After school from 3:30 to 4:30 p.m. We meet once a week.

Mrs. Sybert: Mr.Goldsmith, were these students chosen, or did they just volunteer to join the club?

Mr. Goldsmith: They volunteered.

Dr. Wyatt: What is the size of your club, and what is the size of your student population? I ask so we can see what sort of a ratio is favorable.

Mr. Goldsmith: This year we had a membership of sixty, and I think the school population was about 2,700.

Dr. Wyatt: There are 12,000 students on my campus, and we are doing well to have two or three classes of Russian. You are doing extremely well in comparison.

Mr. Goldsmith: Most of the students that volunteered were of higher ability. They were A or B students, and they were willing to give up their time to start something like this. I mentioned that it was not a social meeting, that it was actually a class session. Any social meetings were additional to the four regular class and lab meetings that we had.

Dr. Wyatt: Mr. Goldsmith, do you operate under the same conditions that social clubs do?

Mr. Goldsmith: No, the only social activities were confined to special meetings. We did not consider ourselves a club.

Dr. Phillips: But you said you had sixty members. Did you have a class of sixty with which to discuss Portuguese at one time?

Mr. Goldsmith: Yes. In the class sessions there were sixty meeting together. During the lab sessions, I had to divide them into two groups. We met at two different times.

Mr. Blanco: Did your enrollment decrease any during the year?

Mr. Goldsmith: No, not too noticeably. Towards the end of the year it dropped three or four.

Mrs. Sybert: What we have not mentioned is that in El Paso, where we have a twelve-year program in Spanish, these students have had a lot of Spanish before they joined the Portuguese club.

Mr. Goldsmith: That is right. This is logical for them to go into something like Portuguese. After the amount of Spanish that they have had, they can develop a great proficiency in both languages.

Dr. Ellison: What is the reaction of your students to Portuguese? They obviously like it, but do they take pride in being rather good in Portuguese?

Does it have a kind of beneficial, up-lifting effect by which they see themselves mastering another culture very easily?

Mr. Goldsmith: Yes, I think they do. It helps them in Spanish, too, because of the similarity of the two languages. You can make a comparison; and I found that reviewing the grammar rules helped not only in learning Portuguese, but also helped in Spanish, because they were taking Spanish at the same time.

Dr. Wyatt: Mr. Goldsmith, do you use popular songs as part of your instructional material?

Mr. Goldsmith: We have not used them much because I have not had anything available. We have worked together with the Pan-American club in putting on the Pan-American program each year. We have involved ourselves in certain school activities like that.

Mr. Blanco: Now that you have mentioned songs, and going back to that recording we mentioned earlier, I would be happy to distribute that recording on tape. We could incorporate it in our catalogue in the general music section. I would not be at liberty to offer this service to people outside the state, unless to a state department of education or something of this nature.

Mr. Goldsmith: Mostof this discussion has shown that Portuguese complements Spanish. Would this also be true of French? Would there be a logical movement from French into Portuguese? Is there any similarity between those two languages? It has been brought up several times in meetings that Portuguese is a natural complement of Spanish. What about students starting in French?

Dr. Phillips: Yes, I would think so. One has heard mention of a 90 per cent similarity between Spanish and Portuguese. The same thing would apply to French. I have a feeling that Portuguese is in between Spanish and French concerning the matter of pronunciation. I think the study of any additional language, particularly if it is in the same family group, is going to be aided by any previously studied language.

Dr. Wyatt: We have had two French teachers on my campus who have fallen in love with Portuguese. They had no prior knowledge of Spanish and started studying Portuguese on their own. I heard one of those teachers say, "I do not see why students of French take Spanish. They ought to take Portuguese."

Mr. Goldsmith: I would like to bring up another thing. Is it a requirement that a student take four years of a language before moving on to another foreign language?

Mr. Blanco: No, what I said a while ago was that the Texas Education Agency recommends a longer sequence. Texas does not have a foreign language department. The only requirement is usually set up by the colleges for

entrance. It is usually two credits. We know that two years is really insufficient to gain adequate control of a language. We recommend very strongly a longer sequence.

Mr. Goldsmith: Even if this were so, at El Paso, we would start our foreign languages in the seventh grade; then if they start level one in the seventh grade, they can complete their four levels by the time they become sophomores. Then they could move on to two more years of another language.

Dr. Phillips: Is it not correct, Mr. Blanco, that a school wanting to begin a second language program would be required to have a four-year sequence in the first language before starting instruction in a second language?

Mr. Blanco: It would not be a requirement.

Mrs. Webb: We have students who begin at about the sophomore year the study of their second language, usually French. They take all the Spanish offered and go ahead with as much French as they can, two or three years.

Mrs. Sybert: As a language teacher, I think four years are necessary if the student is average or above average. I have taught in a nearly all-English speaking neighborhood in El Paso. I would say I would have about five students in my top group that could go to another language besides Spanish after the seventh grade, because they were very, very capable with the language, although they were not Spanish-speaking. They had learned Spanish at school and not at home.

Mr. Goldsmith: I think this is due to the fact, too, that we started language instruction in the first grade.

Dr. Ellison: I would like to mention something which might be interesting to you. You all know the old handbook on the teaching of Spanish and Portuguese. It was put out in 1945 by a group of gentlemen headed by Henry Grattan Doyle. Have you ever heard of that old book? It is out of print and has been superseded, but it was a marvelous idea. One of the activities of the AATSP National Committee on Research Projects is to revise that book, The Handbook on the Teaching of Spanish and Portuguese. This project is now going forward, and I happen to be on the committee. I have argued as much as possible for including mainly Portuguese chapters. I am dickering with the editor, Donald D. Walsh, right now about writing two or three articles on Portuguese, one of them to be, "The History of Portuguese Teaching," and the other to be, "Portuguese in the High School." David Feldman would like to perhaps do one on "Portuguese for Spanish Speakers." That book, which might be ready in about a year, could be very helpful in getting Portuguese going in the high schools. It occurs to me that there are some very extensive lists of people who have taught Portuguese, who are interested in Portuguese, or who have studied Portuguese as part of area study in graduate schools to be found in the MLA publications on manpower resources, published in New York. There was one that came out called Manpower [Resources] in the Neglected Languages, in 1962, and another one in 1964, I believe. In some of the many parts of those long reports, there are many, many names of people interested in this field. This would be of national interest, rather than merely regional.

S E M I N A R V

Illinois, Kansas, Missouri, Nebraska

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Mr. Norman Zinn, Omaha Public Schools

The chairman for Seminar V, Mr. Joseph Lawlor, prepared an agenda of topic areas for discussion (see Appendix A, pp. 94-96). The topics included:

1. Preparation for instruction in Portuguese.
2. Suggestions for starting the Portuguese program in the high schools.
3. Methods and materials.
4. Communication.
5. Publicity favorable to the field.
6. College-high school articulation of programs for Portuguese instruction.

Information concerning these topics may also be found in Gilbert Cavaco's The Teaching of Portuguese in the Colleges and Universities of the United States (Fall River, 1966) [there are also supplements published in 1968 and 1969].

1. Preparation for instruction in Portuguese.--There are standard ways for teachers to be prepared to teach Portuguese. If a university course of study is for some reason not available, much can be done with books, tapes, radio, and other media. Summer programs, National Defense Education Act institutes, and placement programs are available. Publications and pamphlets could aid in guiding persons toward the teaching of the language. An example is A Counselor's Guide to Foreign Language Instruction. The United States Office of Education and various state departments supply like pamphlets. In order to stress a phonological approach to the language, the beginning instructor must have good experience and a good speaking knowledge or pronunciation. The effectiveness of the NDEA institute would depend entirely upon the ability and enthusiasm of the participant. The teachers will need preparation to start the program but must put in individual effort for its continuity. Intensive programs for preparation are possible. It was suggested, however, that a person intending to teach Portuguese attend two or three summer programs.

2. Suggestions for starting the Portuguese program in the high school.--An enlightened superintendent is necessary for starting a program of Portuguese in the high school area. The course could be first instituted as an enrichment program. Then later it could be developed into a two-year program for credit. Three tracks are available: the basic, the regular, the honor courses and the language. One or two years of satisfactory Spanish or an acceptable FLES program with advanced standing could be prerequisites.

3. Methods and materials.--Spanish can be utilized as a language of reference and as a language of departure in the comparative method of teaching Portuguese. There is a chronological emphasis and an oral emphasis in teaching. Readers, tapes, short stories, poems, and novels are useful. Professionally taped dramas in current Portuguese would be phonologically expedient. These should be methods that inspire effective individual study, also. Spanish need not be the only point of departure from which a creative teacher turns. Latin, French, and other languages can be utilized. Though the retreading method from Spanish is a good one,

Portuguese must also be originated on its own. Whereas two years of Portuguese with a background of two years in Spanish is valuable, three or four years of Portuguese would be invaluable.

A divergence between the spoken Portuguese language and that language described in texts proposed the problem of materials. There are, however, new materials being produced every year. There are recognized grammar and pronunciation problems, but these in no way prevent operation and effective functioning. Certain texts suggested were Português para Principiantes by Claude Leroy, Modern Portuguese by Fred Ellison et al., and Português Contemporâneo by Maria Isabel Abreu. There are limitations on university-geared texts which can be too extensive for high schools. The need is for a flexible text.

4. Communication.--There is a distinct need for an exchange of information about the field of Portuguese instruction. Excellent channels for such exchanges are periodicals such as Hispania, Luso-Brazilian Review, and state newsletters. The National Advisory Committee on High School Portuguese, created at the last plenary session of this Conference, could be another communications channel. Articles in foreign language bulletins and newsletters are widely read and attended. Articles found by an enthusiastic teacher can be reproduced and sent to influential and helpful people. Encouragement through specialized publications reaches administrators.

5. Publicity favorable to the field.--The Portuguese program must have a functioning promotional aspect. Guidance counselors, parents, and students must play an active part in the acceptance of the language. A conscientious staff can make personal contacts and talks. Communication must continually breathe life into the program. Information from the MLA, AATSP, and the like is useful. Newspaper coverage is extremely helpful. Portuguese honor societies and clubs build up prestige for the program. Publicity should be channelled through professional publications. The students also, must be convinced of the necessity of the language. The teachers are charged with the responsibility of creating an atmosphere of incentive. If students are once a member of a language family, they are interested in continuing and participating. The students must be interested in foreign language and interested in broadening their outlook on mankind. There must be an immediate goal for high school students of Portuguese, however. They must have a good teacher who does a good job. This is the prime motive and the best of public relations.

6. College-high school articulation of programs for Portuguese instruction.--Some colleges and universities that offer Portuguese were listed as follows: The University of Colorado, the University of Oregon, Mundelein, Rosary College, and the University of Nebraska.[1] The University of Nebraska has an expansion program as of September, 1967, to have a major and minor in Portuguese, an M.A. in Latin American Studies, and Portuguese as a requirement for the B.A. in this field. A minimum of two years in the language with extra credit for a second language applies.

[1]A relatively complete and relatively up-to-date list is found in the Appendix of Why Study Portuguese? published jointly by Vanderbilt University and Phi Lambda Beta under the sponsorship of the Gulbenkian Foundation, Inc. (Nashville, 1968).

The importance of being able to continue the study of Portuguese beyond the high school level was emphasized. The colleges and universities must supply the need for advanced level study. The growing emphasis on Latin American studies puts the interested Portuguese student in a favorable position. Continuation of the Portuguese language at the college level can lead to interesting governmental jobs, degree specializations, and academic positions. The universities should supply booklets of information, opportunities and requirements to high schools offering Portuguese if they themselves have good continuing programs. Released time for the university professor to come into the high school and teach would be a healthy interchange. There is, of course, a difference in high school and college instructional philosophies; but, in beginning a language, the viewpoints are essentially the same.

The Brazilian culture is its own best public relations bureau. Enthusiasm grows because Brazil has a vital culture and a vital people. The interrelationship of the Portuguese language and Brazil inspires students. Portuguese is valuable not only for its necessity in the business dealings of the Western Hemisphere but also as a literary language and a pragmatic language. It can stand on its own with any other language.

A P P E N D I X A

I. How to prepare to instruct Portuguese.

1. Independent study with books, tapes, radio, and other media.
2. NDEA Institutes, etc., summer study programs abroad.
3. University work especially designed for teaching Portuguese, with a placement program.
4. Foreign residence and travel.
5. Train native speakers for compatibility with the methods of instruction in our systems and with the students of these systems.
6. Work toward your students going into the teaching of Portuguese.

II. How to start a Portuguese program in high school.

1. "Enrichment" course (See Appendix B, pp. 97-98).
2. Recruit from students of Spanish.
3. One year divided, for a two-year sequence (three and two days for a total of one credit).
4. Sell the program to all concerned through faculty of Spanish.
5. Present it as an accelerated program of learning relative to the time invested.
6. Establish an honor society membership for study of Portuguese in secondary schools (as the Sociedad Honoraria Hispánica for Spanish). This is not only encouraging to students already in the field, but puts the matter before all students, faculty, administration, and parents, and guidance personnel (for example in school publications and through "honors day" programs).
7. Portuguese Club for supplementary activities and for the reasons also stated in Number 6 above.
8. In very large schools, the program might be established as a full four-year offering, open to all students regardless of language background.

III. Methods and materials.

1. "Comparative method" best for student with a background in Spanish. (This was enlarged upon by Professor Da Cal in his talk in the plenary session).
2. Employ phonological emphasis. (Re Professors Da Cal and Thomas).
3. Texts and Spanish as point of departure and as language of reference and/or comparison to target language, Portuguese. Grammar, "readers", tapes, short stories, poems, novels, and especially dramas (recorded by professional actors).

4. Have a plan for eventual expansion of your program.
5. College or university and commercial publishers tend to prepare materials for secondary schools, which do not serve the needs and desires of language teaching today because of (a) new methods and techniques, (b) new goals, (c) new and different generations of students with wider backgrounds. This is especially the case for such unique programs as beginning Portuguese in the secondary schools.

IV. Communications.

1. Need for exchange of information about the field of Portuguese instruction; methods, materials, etc.
2. Use of channels such as: Hispania, Luso-Brasilian Review, newsletters, etc.
3. The function of a national advisory board (as voted upon in final plenary session).

V. Publicity favorable to the field.

1. To administrators:
   (a) Personal correspondence.
   (b) Through their specialized publications.
   (c) News releases to local press regarding successful secondary school programs in Portuguese.
2. Guidance counsellors:
   (a) (Same as above).
   (b) Special advice and information for their area regarding the field of foreign languages with direct attention to Portuguese (See Appendix C, p. 99).
3. Channeled through our professional publications: Hisp., NEA, MLJ, L-B Review, etc.
4. State and Federal language consultants.
5. Portuguese and Brazilian Embassies should have lists of teachers of Portuguese for the mailings of pertinent information and materials.
6. United States Office of Education.
7. Media for general public: magazines, newspapers, radio, TV.
8. Portuguese clubs
9. Honor society (Phi Lambda Beta or other).

As this Conference points out, the success of a program for teaching Portuguese depends upon secondary school participation and so every effort ought to be made to support and recognize this.

VI. College-secondary school articulation of programs for Portuguese instruction.

1. Offerings (goals, materials, methods, achievements at the various levels at participating schools).

APPENDIX A, cont.

2. Scholarships.
3. Graduate programs and placement office.
4. Work performed by college counsellors.
5. Follow-up on Portuguese students for:
   (a) Continued help and advice for them
   (b) Continued help and advice for us.

A P P E N D I X B

LAKE FOREST HIGH SCHOOL
LAKE FOREST, ILLINOIS

TO: Students of Spanish, Parents and Guidance Counsellors

FROM: Modern Language Department

SUBJECT: Portuguese LP3x5 and LP4x5 (each one half credit)

1. May be taken for one year (LP3x5) three days a week and may be continued a second year (LP4x5) two days a week.

2. This is an enrichment course open only to students of Spanish who have completed these prerequisite courses in Spanish with at least an average grade (or special recommendation): LS 117, LS 215, LS 217, LS 315, LS 317.

3. The base language is Spanish leading to the target language Portuguese. That is to say that Spanish is the language of reference, not English.

4. Because of the preparation of the students in a language of the same family, achievement is far beyond what one would perhaps expect for the time and effort invested.

5. This course can be worked into a regular program without putting a strain on it.

6. Today's generation will be the first in our nation to really experience a need for Portuguese, not only because it is one of the world's principal languages (over 100 million speakers) but also because of the rapidly rising political and economic importance of Brazil in this hemisphere. This generation will have to deal intimately with Brazilians who are very sentimentally nationalistic. The need for educated North Americans who can communicate with them in their own language and understand them in their way of life is not in any way being overemphasized by this effort to learn Portuguese at Lake Forest High School.

7. This is the first course in our school in which the language of departure is a second language.

8. The study of Portuguese in American universities is increasing more than any other language. Therefore, it is more likely each year that the student of Portuguese will find opportunity to continue this preparation in university courses.

APPENDIX B, cont.

9. Lake Forest High School has graduates studying Portuguese now as a result of their studies here.

10. If there be further questions about this course, please refer them to Mr. Lawlor, Portuguese instructor, who will be pleased to talk with you about it.

A P P E N D I X C

Mr. Savides' questions and points for guidance counselling in secondary schools:

1. What response should the counsellor make to the student or parents' statement, "But French (German or Spanish) is spoken all over the world"?

2. Noting that languages started in high school are not necessarily those taken in college, what can be said to diminish an excessive concern as to which language is commenced at the high school level?

3. And (related to the above) can it accurately be said that Portuguese is as good a preparation for a different foreign language as any other language might be for Portuguese?

4. Sometimes students seek "the easiest" foreign language. Is there such a thing? What comment should the counsellor make to this inquiry? (Where does Portuguese fit into this judgment as related to the others?)

5. Grading of students' work in foreign languages often appears lower than the pattern of his other work. Does this reflect--really--a lesser performance, or are the standards more severe? If the standards are more severe, should they be? Many students defer or avoid taking foreign languages because of real or imagined fear of consequences--the possible negative effect this would have on their academic records.

A P P E N D I X D

Attached to METHODS AND MATERIALS
Information on Portuguese course soon to begin its sixth year at Lake Forest High School, Lake Forest, Illinois.

Sequence I

1. Introductory Portuguese Grammar (Williams)
2. First Portuguese Reader (Scanlon and Cilley)
3. Brazilian Portuguese (Pattern sentences) (University of Wisconsin)

Sequence II

Teatro Brasileiro Contemporâneo (tapes to be prepared)
Formerly used as readers and now used on occasion for independent work: Artigos e contos portuguêses
Contos e Anedotas Brasileiros
Contos do Brasil

Supplementary

1. Boletim Especial (in Portuguese from the Embassy of Brazil)
2. News and Views (from the Embassy of Portugal)
3. Magazines and newspapers from Brazil
4. Tapes from the Voz da América and Rádio Canadá (taken from radio)
5. Visiting speakers, Brazilians and Portuguese (local residents, students, on exchange programs, naval personnel from Great Lakes Base)
6. Student taping of reading (drama)

S E M I N A R VI

Massachusetts

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Mr. Harry S. Merson, Superintendent, Falmouth Public Schools, Massachusetts
Rev. Manuel Rocha, Lusitania Institute, Ludlow, Massachusetts
Dr. Francis Rogers, Harvard University

(Dr. Norwood Andrews, Jr., Vanderbilt University)
(Mr. William L. Higgins, U.S. Office of Education)

Mr. Felix: I have a seminar guideline sheet here, and we are supposed to go step by step according to these topics. The first item requests a list of materials now being used in the high schools, with recommendations for changes, deletions, addenda, and new materials. I think I should call on Mr. Gilbert Souza from the New Bedford School System to comment.

Mr. Souza: I have here a list of textbooks for the 1967-1968 school year. The Portuguese program is divided into three parts. The first part is the College Preparatory Curriculum (four-year program). The second part is the College Preparatory Curriculum (two-year program), and the third part is the Business Education and General Curricula (two-year program). In the four-year College Preparatory Curriculum, the following texts are used in the first year: Williams' Introductory Portuguese Grammar as a basic text and as supplementary material, Vidigal's Aprendo Português, Vol. I, 2a. Série (lessons 1-20) and Kany & Figueiredo's Elementary Portuguese Conversation. In the second year, the basic text is Riccio's Introduction to Brazilian Portuguese; and supplementary material is Vidigal's Aprendo Português, Vol. 1, 2a Série (lessons 21-47) and Kany & Figueiredo's Intermediate Portuguese Conversation. In the third year, Vidigal's Aprendo Português, Vol. II, 2a. Série (pp. 5-120) used as the basic text; and supplementary materials Kany & Figueiredo's Advanced Portuguese Conversation, Branco's História de Portugal (pp. 5-70), Carter's Contos e Anedotas Brasileiros (part I), and Meireles' Rute e Alberto. In the fourth year, Vidigal's Aprendo Português, Vol. II, 2a. Série, (pp. 122-203), and as supplementary materials we use the following: Branco's História de Portugal (pp. 71-126), Rossi's Vida Brasileira or Jordan's Panorama do Brasil, and Carter's Contos e Anedotas Brasileiros (Part II). The two-year College Preparatory Curriculum in Portuguese uses as a basic text Riccio's Introduction to Brazilian Portuguese and as supplementary materials Kany & Figueiredo's Elementary Portuguese Conversation, and Vidigal's Aprendo Português, Continuando. These are used in the first year of the program. In the second year the basic text is Vidigal's Aprendo Português, Vol. II, 2a. Série (pp. 5-120), and supplementary materials are Kany & Figueiredo's Intermediate Portuguese Conversation, Branco's História de Portugal, Meireles' Rute e Alberto, and Carter's Contos e Anedotas Brasileiros. The Business Education and General Curriculum, which also has a two-year program in Portuguese uses as a basic text in the first year Sá Pereira's Brazilian Portuguese Grammar (lessons 1-18), and as supplementary materials Kany & Figueiredo's Elementary Portuguese Conversation, Vidigal's Aprendo Português, Continuando (lessons 1-15) and Scanlon & Cilley's First Portuguese Reader (lessons 1-15). The second year of this program uses as a basic text Sá Pereira's Brazilian Portuguese Grammar (lessons 19-35) and supplementary materials Kany & Figueiredo's Intermediate Portuguese Conversation, Vidigal's Aprendo Português, Continuando (lessons 16-30), Meireles' Rute e Alberto, and Carter's Contos e Anedotas Brasileiros.

Mr. Felix: If I may, I would like to comment on a few of these texts. Some of you are, perhaps, not familiar with the Aprendo Português series which consists of four volumes. The first two books, Aprendo Português, Começando and Aprendo Português, Continuando, are geared mainly for the elementary grades; and the last two volumes, the Primeiro volume and the Segundo volume, are geared primarily for the secondary schools. These were done hurriedly in Portugal. They are quite good. We have been using Aprendo Português, Começando, which is very, very elementary. We have found, however, that we have

had very good results with our students. This year, we have replaced this book with Aprendo Português, Continuando, which has a wealth of good exercises which allow for conversation. Several years ago I used this book with sophomores and found that I was able to use the audio-lingual approach with it. The first volume of Aprendo Português, 2a. Série, is very elementary for the high school. The second volume, however, has its pros and cons. Some people find that it is too easy while others find that it is too difficult. It contains a brief review of grammar in the first section and is followed by sections on leituras or contos tradicionais and literatura. It was felt that it should be used in the four-year program because this would be the appropriate place for it. As far as the other texts are concerned, we have used Riccio's Introduction to Brazilian Portuguese, which is excellent, and Sá Pereira's Brazilian Grammar, which has a wealth of grammar in simplified form with a good supply of exercises. This book has also been used with gratifying results. Our problem has been one of getting materials, particularly from Portugal. But fortunately, I believe, we are on the right track now with the Aprendo Português. I spoke with Dr. Gomes Belo when I was in Portugal in 1965. He assured me that these texts will be revised once the present supply is exhausted. Now I would like to call on Mr. John Pontes for his comments on the texts used in the Fall River School System.

Mr. Pontes: Fall River has a three-year Portuguese program. In the first year, the basic text is Williams' Introductory Portuguese Grammar. The First Portuguese Reader by Scanlon & Cilley is also used. In the second year of the program, the basic text is the Portuguese Grammar of Hills, Ford, Coutinho, and Moffatt. The reader used is Rute e Alberto by Meireles. Portuguese Grammar by Hills, Ford, Coutinho, and Moffatt is also used in the third year as well as Veríssimo's Gato Prêto em Campo de Neve and Rossi's Vida Brasileira, which is used as an introduction to Brazilian culture. Unlike the Portuguese program at New Bedford High School, we do not have a separate program for college preparatory and business education curricula. I think Mr. Cavaco has something to add.

Mr. Cavaco: Our method is primarily traditional. We have very limited laboratory facilities. Our lab seats only thirty students if all the booths are functioning properly. The Portuguese classes do not use the lab. On the other hand, many of the other language classes do not get to use it either. We are very overcrowded at the school. Furthermore, we have no Portuguese tapes available. Generally, any language practice that is done is given in the classroom in the form of conversation based on topics from the reader. For example, we would probably converse using such topics as the days of the weeks, the months, the seasons, foods, etc. Dr. Oscar Fernández of New York University was very instrumental in helping us introduce a third year of Portuguese at Durfee. This third year was an introduction to things Brazilian, including sotaque primarily for those students planning to continue their study of Portuguese in college. It was our intention to familiarize these students with a sotaque they were not familiar with before encountering it on the college level. Dr. Fernández allowed us to use some supplementary material he had developed to be used with Vida Brasileira. It was a programa de recitações which provided drill in vocabulary, verbs, reading comprehension, composition, and conversation.

Mr. Felix: I should mention here that sotaque has been one of our problems in New Bedford, which is a city comprised of many Portuguese immigrants or Luso-Americans who trace their origin back to different parts of Portugal such as the continent, the Azores, Madeira, etc. This has produced quite an admixture of pronunciations. As far as I am concerned, this problem of sotaque has been over-emphasized. Many of our students come from homes where there is a mixture of pronunciations, and likewise some of our teachers have a mixture in their own speech, or differ from one another. I recall that while studying under Dr. Da Cal at New York University, I had quite a time getting along in my Azorean sotaque because some of the students frowned on it and even refused to accept it. But, nevertheless, I did make myself understood, and that is the important thing. Does anyone else have any comments to make regarding texts?

Father Rocha: I am the director of the Lusitania Institute in Ludlow, Massachusetts, which was established with funds from the Portuguese Government. Our language laboratory was donated by the Gulbenkian Foundation. The Institute has adopted the text De Tudo Um Pouco, which is a translation of the Spanish text of Castillo & Sparkman. We use the rote method in the laboratory and utilize a manual prepared by Dr. Blake of St. Michael's College in Vermont. We have found the method to be successful.

Mr. Felix: Thank you, Father Rocha. The next topic under consideration is a list of materials now being used in colleges and universities. I would like to call on Mr. Gregory Rocha of Southeastern Massachusetts Technological Institutefor his comments.

Mr. Rocha: Our material has been erratic because we did not have a language laboratory. We do expect to have one by next year. We are planning to go into the audio-lingual approach on the elementary and advanced levels. We are experimenting with Leroy's Português para Principiantes. As of yet, we have not decided on a text. I have not seen Dr. Ellison's book, Modern Portuguese, but I think we will be adopting that book next year. Last year I introduced a course in Portuguese culture and civilization, and I used the Portuguese text by Wilson Martins[?]. Next year we shall introduce a course entitled Masterpieces of Portuguese Literature. For that course we plan to use the text Presença da Literatura Portuguêsa. There also will be introduced a course in nineteenth and twentieth-century Portuguese literature, in which the students will be required to read novels. That is about all we have at the moment with respect to materials.

Mr. Frechette: I wonder if I might bring out a point? Has anyone ever tried to purchase materials from the Government Printing Office? There is available a text entitled Basic Portuguese with tapes, which could be used advantageously in the laboratory. They have them in practically every language.

Dr. Rogers: Just to speak for the record, Boston College is teaching Portuguese now. At Boston College they have Dr. Norman Araujo and Dr. Mildred Vieira. I would like to get this on record. They have two years of Portuguese and are going into the third year now as sort of a survey course. From the last talk I had with Dr. Vieira, she mentioned that they are thinking of using the advanced book of Aprendo Português from Portugal. She had not discussed why, but that was her decision. This would be their experiment for next year. They like the reading exercises.

Miss Stavrinos: I think that Emmanuel College is also teaching Portuguese under Sister Margaret Pauline, the head of the Spanish Department.

Mr. Felix: Before going on, I think that I should mention this regarding the lab. They do have a language lab in the New Bedford School System. One in the high school seats approximately thirty-five to forty students. There are some at the three junior high schools. In each junior high school there are about fifteen stations, but this will be increased to thirty for each this coming year. The problem we have at the senior high school is getting enough time to use the lab because, in addition to Portuguese, there are French, German, and Russian classes which compete for lab time. Do they have a language lab at Durfee High School in Fall River?

Mr. Cavaco: We have one language lab with thirty booths. We are so overcrowded at the school that even some of the more "acceptable" languages such as French, Spanish, German, and Russian do not get a chance to use it. We do have a tape recorder available to us but there are no Portuguese tapes. I suggested to the department head, Mr. Sperduti, that we buy an audio-lingual method. Unfortunately, we have about two hundred of the Hills, Ford, Coutinho, and Moffatt Portuguese Grammar in the book room that have not even been used. The school is not about to spend money buying an up-to-date text for Portuguese as long as those are around. The audio-lingual method is not used in any language at Durfee. We try to combine the best aspects of several methods.

Mr. Felix: Dr. Rogers, I believe they do have Portuguese classes at Harvard University. Would you like to comment on them?

Dr. Rogers: We have taught basic Portuguese for a good many years; and in about 1960, I decided to "soup" the course up and require another foreign language as a prerequisite. I decided that my contribution to the profession would be to work out the teaching of elementary Portuguese at a higher level requiring a knowledge of a foreign language. In other words, I do not want to have to worry about grammar or any of that. When I made this changeover in 1960, I adopted Agard, Willis, and Lobo and changed it, making a whole set of tapes doubly, one with a Lusitanian voice and one with a Brazilian voice. I used that for a number of years until Hoge's little manual, the mimeographed edition, came out. We then adopted Hoge's, which is obviously better. We have used Hoge's through this year, and this summer we are using the new Ellison book. Next year we will use the Ellison book. The tapes for the Ellison book apparently were just a little too late to get going last summer or we would have adopted it then. The course is completely audio-lingual from the first day. We have large laboratories, around seventy-two posts in each. There is a good deal of work in the laboratory. Within a week, we start reading an all Portuguese book. I have done something a little crazy perhaps. I adopted a fourth-grade history book from Portugal. I had to present this to Harvard sophomores and juniors as a sociological experiment. Here is a way of getting an insight into the way a European government inculcates nationalism into its youth. So they make believe that they are doing really advanced sociology and seeing the subtleties of the approach. At the same time, of course, they are reading elementary Portuguese. For example, the first paragraph says, "Portugal is a nation of saints and heroes" Well, there you have it, right at the beginning.

They worked through the book rather quickly, and then we went into something of which I managed to get forty copies from the University of Bahia. A Portuguese professor of literature, Hernâni Cidade, spent two years in Bahia and taught Portuguese literature. His five lectures, on five periods of Portuguese literature, were written each lecture covering one or, at the most, two authors. The University of Bahia, in Brazilian orthography published his book. At the end, each lecture has selections on the authors discussed. We had all of the selections taped by both a Lusitanian and by a Brazilian voice, and we have certain parts of the lectures themselves taped. After we get through the elementary history, we go on with Hernâni Cidade's book. They continue the audio-lingual laboratory experience with the tapes that go with that. This gets us into about the middle of March. We pick out something at random at that point, and then by the April vacation we have read Memórias Póstumas de Brás Cubas as a last book. Now I repeat that these students have already had another language, not necessarily Spanish. That is a thing I refuse to say--that this builds on Spanish. I suppose that three-fourths of the students have been Spanish, but not necessarily so. It does not cater to Spanish. But, it does cater to language sophistication. I should also add that these students are very highly motivated. I have not encouraged a second year of Portuguese within our Harvard structure. This is all we are going to get out of the students. They will give us one course out of their precious allotment for the language. But from that course they will want to do something else, either a literature course or anthropology or political science or whatever it may be. In the literature course we obviously do vocabulary reading, but they are still honest-to-goodness literary courses. There is not more grammar or more language. However, with the opportunities to go to Portugal or to Brazil that are available all around, the students receive their more refined language learning by themselves. It seems to work.

Mr. Felix: Are there any more comments or recommendations on the list of materials now being used in colleges and universities?

Mr. Rocha: We do not have Mr. Robert Arruda here with us. He is in the other section. I think he is using Hoge's book at Bridgewater State. I know that Boston University is teaching Portuguese, but I do not know what material they are using.

Mr. Cavaco: I would like to say that Mr. Rocha has made an attempt to standardize the textbooks being used in the high schools teaching Portuguese in our area, so that we will have a good follow-up of instruction from the high school to SMTI. Undoubtedly, most of our students will be fed into SMTI and from there they can be fed out to graduate schools and other fields.

Mr. Felix: We now go the third phase, namely the high schools offering Portuguese language courses. In the New Bedford School System there are six teachers of Portuguese, three in the high school and one in each of the three junior high schools. Mr. Souza will give us the enrollment.

Mr. Souza: In the high school, there are 336 students in the Portuguese program and a combined total of 88 in the three junior high schools, giving us a grand total of 424 students in the entire program. In speaking to one

of the guidance counselors at the junior high school where I taught, it is apparent that there will be an increase in enrollment in Portuguese next year.

Mr. Felix: Mr. Cavaco, will you comment on the enrollment in Portuguese in the other high schools?

Mr. Cavaco: We have a total of 100 students taking Portuguese at Durfee. They are divided into thirty-five college preparatory students, five general students and sixty business education students. You can see where our strength lies in Portuguese at Durfee. I might add that Portuguese is the only language that a business education major can elect. It is only recently that we have been able to attract college preparatory students into electing to study the language, primarily because of our difficulty in convincing the guidance department that Portuguese is an acceptable language in most colleges. Until a very short time ago, guidance counselors advised college preparatory students not to elect Portuguese because the colleges would not accept it as fulfilling their foreign language requirement for admission. This practice has subsided quite a bit but still continues. There are three Portuguese I classes with twenty-five students in each class, one Portuguese II class with twenty students, and one Portuguese III class with five students. The language has not been introduced into either of our two junior high schools, primarily because of difficulty in finding qualified teachers of the language. Our superintendent, Mr. Robert Nagle, told me that Portuguese would be introduced into the junior highs if there were a demand for the language and if qualified teachers could be found. In the Bristol Junior-Senior High School in Bristol, Rhode Island, there is a total enrollment of 169 students. Mr. Alphonse Almeida is the teacher, and I believe another teacher will be hired next year. There are forty-six in the eighth grade, sixty-six in Portuguese I in the ninth grade, and forty-two in Portuguese II. There are also fifteen in Portuguese III. Next year, Portuguese IV will be added if there is sufficient demand for it. Taunton High School in Taunton, Massachusetts, initiated a Portuguese I course this year under the direction of Mr. Paul Ponte. He has six full periods of Portuguese I, with a total of 156 students. This should indicate the interest in Portuguese among the students at that school. The students are not divided by curricula. Next year it is hoped that Portuguese II will be initiated. Attempts will also be made to establish programs according to curriculum specialties. Mr. James Teixeira of Middletown High School in Middletown, Rhode Island, was to have introduced Portuguese into the curriculum this year. Unfortunately, only eight students elected the language. A minimum of fifteen is required to convene a class. Mr. Teixeira will attempt to teach such a class after school and will introduce the language as soon as demand warrants. Miss Rosa da Silva of East Providence High School, East Providence, Rhode Island, has two years of Portuguese. Portuguese I has twenty-seven students and Portuguese II has eight. This number of thirty-five is extremely low especially when one considers that East Providence has a large Portuguese colony. Miss da Silva has explained to me that she has the same problem with the guidance department concerning the acceptability of Portuguese by colleges as fulfilling their foreign language requirement for admission. Dartmouth High School in Dartmouth, Massachusetts, has an enrollment in Portuguese of ninety students. I do not have a breakdown of this number but Mrs. Mary Vermette is teaching two years of the language. According to the statistics

mentioned yesterday by Dr. Ellison, there are another 2,172 students studying Portuguese in the parochial schools in our area. We have roughly over three thousand students of Portuguese in our area. I say roughly because I know there are more, but I do not have the statistics.

Dr. Andrews: May I interject a comment here? It has been almost impossible to dig out the names of those parochial schools, the names of teachers, what they do and what their materials are. This Conference is incomplete without this sort of information, so might I enter a request for it, or for some clues?

Mr. Cavaco: I have had trouble in getting information on the parochial schools as well as on the public schools. I have written to some high schools in California and so forth, and I did not as much as get an answer. Perhaps Mr. Arruda, who did do a separate survey on his own on the parochial school situation, has the information. I will try to contact him and pass the information on to you.

Mr. Rocha: I have had meetings in the past with elementary and high school teachers of Portuguese at SMTI and twenty-four attended these meetings. Some were nuns from various schools in the area. At this time, I do not have a list of those who attended with me; but I do have it in my office, and I promise to mail it to you as soon as possible. I might mention also that Mt. St. Mary's Academy in Fall River is interested in establishing a course in Portuguese. Sister Mary Adele majored in French; however, she was raised in New Bedford and has studied the language and plans to further her studies in Portuguese in the summer programs in Portugal. Last summer they did offer an elementary course in Portuguese. I do not know how well it was attended, but this was the second attempt to introduce Portuguese there. I might add also that many of the parochial schools in Fall River would like to teach Portuguese. For example, Espirito Santo used to teach Portuguese but discontinued it because they could not find a teacher. One of the other larger Portuguese parishes, St. Michael's, would also like to teach Portuguese; but, similarly, they cannot find any teachers. This has been one of our major problems--a lack of teachers. We have the schools that would introduce the language if there were available, qualified teachers.

Dr. Andrews: I feel once again I am interrupting the discussion, but I do feel that this sort of information about high schools that would introduce Portuguese if they could find teachers is the kind of problem which can be met. Exactly what high schools are they? Exactly who are the administrators? How soon can they and we get in touch so that this can perhaps be implemented through the NDEA Title XI? Do they want teachers supplied from the outside? Do they want people who are trained inside?

Mr. Cavaco: I think they would prefer teachers from within their own system.

Dr. Andrews: Now what sort of teachers would they want?

Mr. Cavaco: I do not know.

Mr. Rocha: You are talking about the private Catholic schools, not the public schools.

Mr. Cavaco: I presume that they would want one in their own order.

Dr. Andrews: All right, if one from their own order can attend the summer language institute, that problem can be met. How about the public schools?

Mr. Cavaco: I think the public schools would accept a teacher from any source.

Dr. Andrews: Teachers are available.

Mr. Rocha: May I speak now? Our problems are a little different from what you would probably find in the rest of the United States. I discussed this with a department head at the Fairhaven High School. They have a lot of students of Portuguese descent, but they do not teach Portuguese. I asked them why. He said that he would not put the program in the high school until he had a very well qualified teacher. He said that he would not take a Spanish teacher and prepare him in Portuguese over a summer and then put him or her on the staff for many reasons, one of which is that these teachers would be limited in dealing with people who already have some knowledge of Portuguese. You cannot take a Spanish teacher and make a Portuguese teacher out of him over night. You probably could do it somewhere else in the United States, but not in Massachusetts or Rhode Island where there are large Portuguese communities. This is one of our problems. We feel that these teachers need more than an eight-week, NDEA institute in order to qualify them as teachers of Portuguese.

Dr. Andrews: There is a gentleman who did not get a chance to say a few remarks this morning. His name is Mario Bermúdez. He is the Executive Vice-President of the Cordell Hull Foundation. The Cordell Hull Foundation has a working arrangement with the Delta Steamship Line to bring Brazilians, and these are generally qualified Brazilian high school teachers of English. Well, their Portuguese has a different accent; but they do speak it, and they have had teaching experience. Tennessee is arranging temporary certification for these people if we can find schools in which to put them. So the problem here is not finding the teachers, it is finding the schools. How about somebody like that?

Mr. Frechette: It sounds wonderful; however, the problem is that the state department would only allow us to hire them for one year on a conditional basis.

Dr. Andrews: Fair enough. They generally stay only for a year. They are working on their English while they are here; then back they go to Brazil, and that is what they teach when they get home. We have a perpetual coming and going--these are birds of passage--but they can be used if anybody wants to use them, at least temporarily.

Mr. Cavaco: We have the following situation now at Durfee High School. When I left, naturally there was a vacancy. We could not find a Portuguese teacher; however, there was a woman who was qualified elementary teacher in Portugal who was available. They were against hiring her because she could not meet the certification requirements of Massachusetts. She did, however

teach for a year because they could not find anyone else. As you can imagine, such hiring practices do not help the prestige of the language in the schools.

Dr. Rogers: May I ask two questions to which I imagine Dr. Andrews would want to tape the answers? For the first of them, search your souls before your answering. The first question is: What proportion of your students in the public schools are of Portuguese descent and what proportion are only general students? The second question is: Would these communities--Fall River, New Bedford, Taunton--accept a teacher who is not of Luso-American extraction?

Mr. Cavaco: This is a very good question. I do not know. As I told you before, I introduced the Brazilian sotaque in the third year to prepare college students for what they would hear when they got to New York University.

Dr. Rogers: I do not mean the Brazilian sotaque. Take Mildred Vieira before she went to Boston College. I tried to sell her to some of your communities. I thought she would be a marvelous person, being an outsider and still speaking Lisbonese Portuguese. Would she have been acceptable?

Mr. Cavaco: Lisbonese? Yes, I think so. I think there might be some difficulty with someone with a Brazilian accent, however.

Mr. Souza: I attended one of the lectures that she gave in an enrichment program sponsored by the community. I found her Portuguese to be very good, and I think it would have been readily accepted.

Dr. Rogers: She lived in Lisbon three years. Her Portuguese is perfect. I am asking you whether the communities would accept one who is not a Luso-American?

Mr. Souza: I do not see why not.

Mr. Felix? In New Bedford I do not think there would be any question. Of course, I do not know about Fall River. I know that approximately 85 per cent of the students that take Portuguese in New Bedford come from homes where some Portuguese is spoken.

Dr. Rogers: Eighty-five per cent?

Mr. Felix: I would say about 85 per cent. There would be another five per cent who have Portuguese names who come from homes where no Portuguese is spoken, and perhaps 10 per cent who are non-Portuguese. Of course, the problem here is the Brazilian pronunciation, a problem which unfortunately exists in our area. I think a person like that would not be accepted.

Dr. Rogers: May I ask you another question? If this situation arose and you had one who is not a Luso-American from another part of the country who knows Lisbonese Portuguese well, who would judge the accent? Who in the structure has the authority? Who does the interviewing and who makes the judgement? Would you have the opportunity to do so?

Mr. Felix: In this regard, I was put on the spot about a month ago. We had the following situation in New Bedford High School. Miss Laurinda C. Andrade had retired in December. The difficulty was in finding a replacement. There was not even a warm body in the classroom, and we started thinking of teachers in the system with Portuguese names. This was their technique. The assistant superintendent asked if there was not a fellow by the name of Teixeira at such and such a school. Do you think he is qualified to teach Portuguese? Apparently this was the only qualification for teaching Portuguese. The name Teixeira.

Mr. Cavaco: My situation is very similar. When I was asked to teach Portuguese, I had no credits whatsoever in the language. The only qualifications were that I was of Portuguese extraction and that I had studied the language at high school for two years. I did the best I could by keeping a few classes ahead of the students until I could finally take some courses in Portuguese at Brown University and at New York University.

Mr. Felix: I recall that when we started using the Brazilian-Portuguese grammars, the students would take them home and the parents would say, "What kind of Portuguese are they teaching at the high school? That teacher knows nothing!" And that is what we have to contend with. These are problems we will be faced with for a few years.

Mr. Rocha: I hope not for long because we at SMTI are hoping to graduate students with a B. A. in Portuguese by 1968. We expect to have five students who are majors graduate in 1968. I am sure that two or three of them want to go on for graduate study, but some would be available to teach.

Mr. Merson: In line with what has already been spoken, in communities which some of us represent, does the teaching of Portuguese become a way of promoting the ethnic groupings in a community? Or do you have a number of students studying Portuguese who come from non-Portuguese backgrounds? Do they take Portuguese because they are studying a vital and interesting modern language?

Mr. Cavaco: Originally, when I took over Portuguese in the high school about four years ago, every student in the class had a Portuguese name. Whether they spoke Portuguese at home or not, I do not know. Soon after that I tried to get people who were from non-Portuguese backgrounds to take the language, and I did this through the help of Dr. Oscar Fernández at NYU, who sent me information on the NDEA, and Dr. Norwood Andrews, Jr., who sent me other information which I passed on to the students. The guidance department generally would tell a student who was not Portuguese, "Well, why do you want to take Portuguese?" Then, on the other hand, a student who did have a Portuguese name but who was not a college prep student was encouraged to take Portuguese. The result was that we really never had a chance to grow in Fall River, because generally the students we got did not have language ability to begin with; and they took Portuguese primarily because they thought it would be easy, or because the guidance department directed them into the language or because they needed a few credits--who knows--to graduate.

Mr. Rocha: May I inject here that this does not only happen in Fall River. This happens throughout our area. It is the guidance counselor with whom we have to contend.

Mr. Cavaco: Not only that, but the guidance department also sets up a prerequisite for taking Portuguese. They will say, "Yes, we will let you take Portuguese--after you have taken two years of French or Spanish." This places Portuguese in a position of inferiority. The problem can be solved very easily. If there were a college board achievement test in Portuguese, the guidance department would not give us any trouble at all. I have written to Princeton. Princeton says they started working on an exam and got half way through it. Then they discontinued it. They say it is not worth while to make a Portuguese exam because there are not enough students who would be using it. But I maintain that we would have more students studying Portuguese if we had the exam. Many of them do not study Portuguese because they are not confident that it will satisfy the college language requirements for admission. We can get the students, but we have to guarantee them that the colleges are going to accept the language.

Miss Stavrinos: And probably the guidance counselors feel that they are being unfair to the pupils by encouraging them to take Portuguese when they think that the college may not accept the language. It is not that they have anything against the Portuguese language. I am quite sure about that.

Mr. Cavaco: I am not quite sure about that, although I agree with you that from their standpoint, naturally, they have a list and that is what they go by. Butthis is not the entire situation in our area.

Mr. Higgins: Mr. Cavaco, when was this that you spoke to the Educational Testing Service?

Mr. Cavaco: I think I sent them a letter in 1965, perhaps 1966.

Dr. Rogers: May I ask a technical question? Does a certain number have to take a college board exam for it to be granted?

Mr. Higgins: I think it is done chiefly on a question of statistical procedure. However, if this were true, there should be no reason for not giving a Portuguese exam with Spanish exams for the students who happen to be specializing in Portuguese.

Mr. Rocha: What do you mean with Spanish exams?

Mr. Higgins: I mean if you have thirty people who are taking a Spanish exam and you only have three for Portuguese, then three would be uneconomical. On the other hand, I do not think there is any technical reason why they cannot do thirty-three, three of whom take Portuguese.

Mr. Cavaco: I was going to suggest this: if they feel that they cannot afford to put out an exam, then why doesn't the AATSP, or the MLA, or somebody else get it out? Professor Rogers gives a proficiency exam for entering freshmen. Many other colleges do the same thing. Why cannot all of these colleges get together and develop an entrance exam that will be accepted?

Mr. Higgins: Perhaps there would be other procedures. But the point is well taken that if you have to determine how to get into the colleges, it need not necessarily be by these exams; it just may be a habit.

Mr. Cavaco: According to information I gathered in a survey, which is up-to-date, a survey in which 251 colleges participated, only 9 per cent said they would not accept Portuguese as fulfilling their language requirements for admission.

Mr. Higgins: There are quite a few who do, though.

Mr. Cavaco: Out of that figure of 251, 122 are teaching Portuguese; and some of those who are teaching Portuguese, nevertheless, will not accept it for entrance.

Mr. Higgins: Can you put that in the form of a suggestion to the machine and to the group for a possible solution, because we may have the solution here with us. Do not necessarily look for the solution here, but at least state the problem clearly and look for solutions which can be investigated year after year. For example, John Carroll is in Educational Testing Service. If I am not mistaken, at one time they were attempting to modify his Spanish test into Portuguese. There are problems involved, but they need not be static. It may be dynamic, and you may take advantage next year of an inquiry made now.

Mr. Rocha: I think the problem was one of economics on the part of the Educational Testing Service.

Dr. Andrews: I am sure there will be a test in the near future. This issue has been raised often enough and loud enough to the point that a number of people that I have talked to want to know when we are going to get one written. It is not really that difficult to draft one, and I suspect that we will have one in the foreseeable future. Two years sound like a long time, I am sure; so, in the meantime, it has got to be a good test because anything that is put out in our field at the moment, if it is not of high quality, will hurt us a great deal more than it helps us. We do not want to "throw something together," and that means it is going to take a little time. And somebody's got to participate in this. I would suggest that the new steering committee which was created this morning (National Advisory Committee on High School Portuguese) might do well to dedicate itself to this problem, along with the PLDG and the AATSP and all the rest of the alphabet soup. In the meantime what do we do with the guidance counselors? This is a specific question aimed at you people from Massachusetts. Can we get to them and talk to them? Can we send somebody? What can we do?

Mr. Cavaco: Send them the information. They do not know about the advantages of studying Portuguese.

Dr. Andrews: I have written to more guidance counselors in Massachusetts than any other single state.

Mr. Cavaco: Do you receive any answers?

Dr. Andrews: I get either no answers or not very nice answers, and I am beginning to think that the time has come to start beating on some doors in person. Now it is a little difficult for Vanderbilt University to do that, and it is a little difficult for Harvard to do that, and it is a little difficult for all of us to do that. But, by George, we <u>can</u> do it.

Mr. Rocha: SMTI has been doing that. I, in person, have been doing that.

Dr. Andrews: These are roles that SMTI fulfills in its very strategic place.

Mr. Rocha: We offer Portuguese at SMTI. We started two years ago, and I now have close to 150 students. Actually, I think I could have had double that amount had we had another instructor available. These students were not pressured into studying Portuguese. They selected the language because they were interested in it.

Mr. Cavaco: When I started conducting the survey, one of the first offers of help that I got was from Dr. Rogers, who wanted to come down and speak to our students and set us straight about the situation of Portuguese in the U.S. Unfortunately, the situation did not allow for Dr. Rogers' visit, and it was put off until a later date. At that time, many students told me of conferences they had had with the guidance counselors and of the discouraging remarks that were made concerning Portuguese. They were told there were no job opportunities in the language, that the language had no value, that they could not get into college with Portuguese, that if they took Portuguese in high school, they could not continue it in college and that the only real importance of Portuguese was because of our local interest in the language and for local opportunities of working in the dimestore, etc. These were the reasons they were given why they should not study Portuguese.

Mr. Felix: We have the same situation in New Bedford. I can think of reasons similar to those given by Mr. Cavaco: "It is of no value." "What is Portuguese, anyway?" "Where would you use it," etc. So, they discourage students from taking the language. I have a first-year group, a college preparatory group with twenty-eight students. Of these twenty-eight students, I would say that there were about seven who had taken French previously. They did not do well in French. As a result, they were pushed into Portuguese. I know that there are seven in that group who were repeating the course. The students who have the potential to study Portuguese are the ones who are discouraged from studying the language.

Dr. Andrews: I would like to ask a question of the representative of the Portuguese-American foundation. Perhaps the guidance counselors and the Portuguese-American Federation could get together? This would be one specific area in which you people could operate, since you are set up there. You have undoubtedly thought of this yourselves.

Mr. Rocha: This organization started a year ago--actually two years ago. It has been functioning a year now, and we are working in these fields. The interest is there. Not only that, but also take the case of places like Middletown (R.I.). I understand the problem there was not so much the guidance teachers, but that there is no backing from the superintendent. The students have somehow been "brainwashed" not to go into Portuguese courses, and it is hard to break that. I feel that the Portuguese-American Federation, in this case, could bring in people to give talks or lectures and change the image.

Mr. Higgins: If not too many persons were involved, it is not impossible to bring somebody in by long distance telephone calls.

Mr. Cavaco: This would be tremendous.

Mr. Merson: What we are talking about, really, is a situation that exists with every group that has been a minority group anywhere. It is an American problem, and the guidance counselors are touched by the disease.

Mr. Higgins: Are many of them not Portuguese?

Mr. Cavaco: Guidance counselors?

Mr. Higgins: Yes.

Mr. Cavaco: Not around our area.

Dr. Andrews: I would greatly appreciate getting the names and addresses of all guidance counselors in Massachusetts. Some people read their mail sometimes, and they can be bombarded.

Mr. Higgins: I also have a wide area telephone service; and I certainly have, if not a vocation at the time, at least an avocation for teaching things Portuguese. I certainly would not hesitate to use the calls from the Office of Education to point out the fact that we put this down as one of the critical languages.

Mr. Cavaco: Two years ago, Professor Lloyd Kasten of Wisconsin helped us determine that high school students with two or three years of Portuguese were eligible for the NDEA Title VI summer programs. We had two from Durfee and one from New Bedford. This year New Bedford has two more going to Wisconsin. This information was passed on to the guidance department. The two students I had who were filling out the forms for NYU were more or less discouraged from doing so. These students got the scholarships and they attended NYU. Then, when we received the information about the $10,000 scholarships from Phi Lambda Beta, Professor Allen of the University of Illinois in Urbana sent me twenty more copies of the announcement, which I distributed in my area. About five copies went to my guidance department. I had some of my students apply. Again, they were discouraged from doing so. A student from New Bedford won the $10,000 scholarship, four years of paid college education.

Dr. Rogers: In all seriousness, I really think the time has come to have a study of southeastern Massachusetts. Professor Saunders is worried about northeastern Brazil, and I am worried about southeastern Massachusetts, I am serious about it. You people are going to have some grand riots in New Bedford. I know New Bedford intimately because I snoop around at night, and I know what is sold in the stores. I know the three magazine worlds, and I talk to the people that sell these books. I have smelled out an awful lot of men and it is serious, it is no joke. Poor Miss Stavrinos does not know why we laughed at her, but the fact is that it is a social situation, a very racial situation.

In southeastern Massachusetts, we have swept it under the rug for years; but unless it is brought out, unless some of these people give up northeastern Brazil and come down to southeastern Massachusetts and study this and write it up and bring it out into the open, we are not going to solve any of these problems. I really think that it would be very worth while for one of the many organizations we are proliferating to try to encourage some outside sociologists and political scientists to come and look at this Negro, Cape Verdean, and Porto Rican situation before it gets worse. I looked into it all winter long because of that seminar on urban education, and I was amazed at some of the things that I found out. On one occasion a school teacher I know drove me all over and told me exactly the areas of each one of those schools. Then I went back alone and talked to storekeepers. The prejudices in that city are unbelievable. Everything you are saying points out the need to do some serious studying and get some things done.

Mr. Cavaco: When I submitted my resignation, I told the superintendent that I would occasionally come home, perhaps every third weekend or so, and that I would like to have permission from the teacher to visit the class and offer any suggestions or any help that I could. I received the form letter--"We accept your resignation with regret." But they never said anything about their being glad to have me come by and help them out. I sometimes wonder if there is a real desire to see the teaching of Portuguese grow in Fall River. When I introduced Portuguese III at Durfee High School, I had fourteen people sign up for the course. Only nine took it. The other people were told, after three or four years at the school, that they were lacking credits in one subject or another; so five people were drawn out of that class. I was also told that I would not be able to have the class because I would have to teach six periods. I insisted that I would take the six periods, and that is how we got the Portuguese III in.

Mr. Souza: I have been at the junior high school for five years. I can say this in reference to Mr. Merson's question if only students of Portuguese background take the course. When I first started, this was so; but lately I have noticed a tendency for students of non-Portuguese background to take Portuguese, and some of them have done quite well. We have had problems with the guidance personnel. However, I was quite happy to receive a few copies of Mr. Cavaco's study, which I presented to the guidance personnel. Since then I have had a few favorable comments from them. I have noticed somewhat of a different attitude from them also. Now they no longer discourage students from taking Portuguese.

Mr. Felix: Are there any other comments?

Dr. Rogers: There is one thing you might put into the record. West Point issues a booklet which they will not sell but will give to you. They issue it to entering cadets. Each cadet has to take two years of a language, no matter what he has done before; and they offer quite a number, including Portuguese. They have this booklet which tells the cadet, impartially, the reasons for studying each of the languages. If you have that, it might give you some arguments, because it is an impartial statement. It is a booklet that is given to each cadet; although he does not have a 100 per cent free selection, he can put down some options.

Mr. Felix: Let us move on to the next topic, namely, the high schools interested in establishing Portuguese language courses and a list of teachers now prepared, teachers interested in becoming prepared, and a list of other personnel. I do know that Fairhaven High School, about seven or eight years ago, was interested in starting Portuguese. That is about the only school I can think of just now in the immediate Fall River-New Bedford area which might be interested in Portuguese. I believe Falmouth is interested, and perhaps Mr. Merson can tell us something here.

Mr. Merson: We have good reason to be interested aside from the language itself, which has some of the problems that have been mentioned here today. The interesting thing is that in spite of the fact that we live in an area where there are a lot of people whose ancestry is Portuguese, they really have not pushed for it. I suspect that it would be a fairly successful thing now, if we could get somebody who was really competent to do it. I am sure that the committee would be interested in it. I guess it takes some leadership.

Mr. Rocha: I believe that every high school in that area should be teaching Portuguese. If we have the right incentive and create the right environment, I believe there would be no objective. However, the next point--a list of teachers now prepared--is our greatest obstacle. I do not think bringing them from Brazil would work in our area. This situation will change; but for the time being, our teachers must be Portuguese oriented.

Dr. Rogers: I would go so far as to say that not only does it have to be, but that it ought to be that way. Because of the community, it will keep a wonderful body of culture going. Let the others do Brazilian. You do a good standard of Portuguese.

Mr. Higgins: I would certainly agree with that.

Mr. Frechette: I think there is something that we should consider in the preparation for teachers. We recommended new certification requirements to the board of education, and they are about to act on that as far as we know. And we are going to raise them from eighteen to twenty-four credits in the major. You know now that in order to teach a particular subject you have to be certified in that particular subject. I would at least like to mention that for the time being.

Mr. Cavaco: So for four years I was teaching illegally at Durfee High School. Right?

Mr. Frechette: I can send you a copy of these recommendations any time.

Mr. Rocha: We are demanding twenty-four to thirty hours beyond the elementary stage, so we are beyond the certification requirements.

Mr. Merson: What about his idea of bringing English teachers from other countries?

Mr. Rocha: Portugal, why not Portugal?

Dr. Rogers: If you can get them from Brazil, why not from Portugal? Under the rules stated by Mr. Frechette, you could have their services for a year, at least.

Miss Stavrinos: The question is: are they successful in the schools? They are not acquainted with American education and they have discipline problems. They may know the subject thoroughly, but can they transmit that subject?

Dr. Rogers: I think the program that Dr. Andrews was talking about would put them in a kind of apprentice situation under a master teacher.

Mr. Merson: I was going over it with him today at lunch, and he was saying that you could pay such a teacher $5900 and give him two or three classes.

Miss Stavrinos: But, Mr. Merson, how much would the pupils get out of that?

Mr. Rocha: We could prepare a methods course. We have mentioned preparing Spanish teachers to teach Portuguese in an eight-week period. Why not bring Portuguese teachers over and prepare them in methodology in the same period?

Miss Stavrinos: Talking about that, I would like to know how long it would take an experienced Spanish teacher to learn Portuguese and teach it with some proficiency.

Mr. Rocha: I just could not say.

Mr. Higgins: I do not think the problem is particularly pertinent to your area. From what you have said, it would be a poor policy to put a Spanish teacher in that position. There are techniques, however, by which the Spanish teacher could use Portuguese children in front of her as informants and use them as teacher's aides, or captains of the groups, and then refer the pronunciation problems to them. To a great extent this depends on the teacher and the type of Portuguese that the class could accept. I would say for Nebraska and those areas I would be satisfied with the Portuguese that a good Spanish teacher could get with eight weeks of summer work. I do not think you could be satisfied with that in your area.

Mr. Frechette; The biggest weakness of importing teachers is that they try to teach as they were taught, and they do not understand the American child. This is a thing that we must help them overcome. If we can do that, fine. If we cannot, we might as well forget it.

Mr. Higgins: I think that she would have to be a secondary person in the class. The authority would have to remain with the teacher who is actually present and sympathetic to the entire effort.

Mr. Rocha: I think this is all academic because, by the time that we convince the schools to put in Portuguese, we will have the Portuguese teachers.

Mr. Cavaco: We have this problem at Durfee High School right now. The teacher is from Portugal. Her English is very bad and the students realize it.

Mr. Pontes: The situation will be remedied next year. We do have a teacher coming.

Dr. Rogers: How do they know how bad her English is?

Miss Stavrinos: I would assume that it is by her pronunciation, the way she presents it to them.

Dr. Rogers: But does she present it to them in English?

Miss Stavrinos: She would have to use some English, of course.

Mr. Higgins: Certainly not "of course." It is a technique. But you are complaining because the majority already speak English.

Miss Stavrinos: I have been teaching for more than fifty years in high school languages and I love teaching, but there are problems.

Mr. Rocha: I would like to set this in the record. Our problem in Massachusetts is to take some of our present teachers of Portuguese and try to get them into a course in methodology. We just have not had one. They have been trained on a hit-'n'-miss basis, so why not take what we have and try to give them special courses so that they can come back and be more proficient?

Mr. Souza: May I say something? I will serve as the guinea pig for your statement. I have had two courses at Bridgewater State Teachers' College in Portuguese. Prior to that, my Portuguese was based on what I learned at home. I spoke Portuguese before I spoke English. Then, too, I served as a linguist in the service for a year and a half. I am quite interested in attending some of these institutes or programs that will reinforce my training. I am hampered in that I am married and have just purchased a new home. This presents new problems, but I am very much interested in the proposed 1968 NDEA institute if it becomes available at Vanderbilt. I did apply to the University of Wisconsin this summer. Unfortunately, I learned of the institute only a week prior to the closing deadline, and I was informed that my transcripts had arrived so late that I was not considered for the summer program. I fully concur with Mr. Rocha's remarks. This is one thing that we have been sadly neglecting for a long time, and I think it is about time we started doing something about it.

Dr. Rogers: Well, I do not like to toot on Harvard's horn, but every summer for many years--it is public information in the summer catalogue--we have offered a top-flight methodology course in modern language teaching with the most prominent men in the country. Larry Kiddle came last year from Michigan and gave the course. We also offer elementary Portuguese according to the most modern methods, and the people in that other course who know Portuguese can go in and observe the methods and use the lab. It is sitting right there. There is no admission requirement for summer school.

Mr. Cavaco: That is the first I have heard of it.

Dr. Rogers: Well, Harvard's summer school has been going fifty years, but we cannot offer you the money of the NDEA institutes.

Mr. Souza: In my case, because I have two very small children, I would prefer to attend a course within commuting distance. I certainly would take advantage of something like this.

Mr. Cavaco: That is about a sixty mile drive.

Mr. Souza: I will do it, that is nothing. If I am going to come down here, which is almost a thousand miles away, sixty miles is just a drop in the bucket!

Mr. Frechette: I would like to point out that, within the past five years, we have had approximately forty to fifty workshops in the state of Massachusetts on principles, methods, materials, techniques. We have had films and we have had consultants, language lab workshops and different other type workshops. This has been something that has been going. We tried to present this as informally as possible. We did not have any Portuguese materials and could not get any, but we did have French, Spanish, German, Italian, and Russian. We tried to separate the groups according to language. So an attempt has been made, and our colleges are certainly making attempts. Dr. Rogers has mentioned that Harvard has a course in methodology. Boston University has one, Boston State College has one, Boston College has one. We have inaugurated courses in methodology. They are there.

Mr. Pontes: Has the site for proposed summer NDEA institute been selected yet?

Mr. Higgins: There are two applications of which I know. One is from Vanderbilt and the other is from the California State College at Fullerton. The main problem has been guaranteeing a full complement of teachers who would be able to return to their systems and be allowed to teach Portuguese as a result of the Portuguese background they received at the summer institute.

Mr. Pontes: Would the summer institute accept teachers who are already teaching Portuguese?

Mr. Higgins: I think Dr. Andrews is attempting to work it so that they will be able to take care of both groups and be able to carry the water on two shoulders. The main thing is to be able to guarantee that the person will return to a system which will teach Portuguese as the result of his work.

Miss Stavrinos: What if no Portuguese is being offered in the system? Then how could that person teach Portuguese?

Mr. Higgins: This is why we are asking for the names of schools that would be interested in teaching the language if they had teachers. If I put out a call for forty teachers of French or Spanish, I will fill my institute and will have eighty applicants in doing so. Of these forty who are finally chosen, forty will teach Spanish or French, or may already be teaching either language. In the case of Portuguese, it is different; and, therefore, we feel that it is too risky if you cannot supply the names of specific teachers and the assurance of your superintendent or any superintendent that Portuguese would be introduced into the system. It is unfair to tie up the money for an institute which will not have a full complement in Portuguese.

Mr. Rocha: Let us send to Dr. Andrews the names of teachers that we know are interested.

Mr. Higgins: This is why we are specifically asking for the names of schools, teachers, and supervisors, anything that can possibly be put together so that we can have some means of keeping all of us posted.

Mr. Cavaco: Why can we not provide you with the names of schools in our areas? Have you sent out flyers?

Mr. Higgins: This is not my particular area.

Mr. Cavaco: I thought of contacting some of the schools in my area and asking them if they would be interested in teaching Portuguese. Unfortunately, my letter would not have the same force as one from the Office of Education or from Vanderbilt University.

Mr. Higgins: Not only that, the question is, if we can pinpoint it enough, the telephone can be used very effectively.

Mr. Frechette: We did this during the past year. Our office has sent out a copy of Dr. Andrews' letter to all superintendents and principals in the state of Massachusetts. We also sent one from the U.S. Office of Education.

Mr. Felix: There is a form that I received just a few minutes before the seminar started, which gives figures with which I think most of us are familiar. Perhaps it could be compiled by your office, Mr. Frechette, and utilized by someone and sent with a survey to the different high schools. If we put these figures at the beginning, we might get them to read the entire letter.

Miss Stavrinos: In order to start Portuguese in schools where there is no Portuguese at present, you would have to have a certain number of pupils, would you not?

Mr. Frechette: What we should suggest--I think I would have to differ with a couple of the speakers of the plenary sessions on this--is that the students be selected at random for the study of Portuguese. If we are going to wait for what we consider capable students, we may still be waiting two, three, or four years from now. We should accept all students who desire to study Portuguese. Then we can start screening as we go along. If you start a Portuguese program, you should start with a two-year program, and start it at grade eleven so that we would have a continuance with industry, college, or some other type of higher education. If the enrollment increases, increase your offerings of the language. This is, of course, unless you have such a large number that you can start your pyramid. If your base is broad enough, you will have pupils ending in a third or fourth year program. Most programs, we find, must start in grade eleven in order to succeed.

Mr. Merson: One of the speakers, if I heard correctly, was talking about introducing this language without worrying about continuity. He seemed to think that this was an exciting idea.

Mr. Frechette: If a child studies Portuguese in grade nine and possibly grade ten, he cannot continue the language in grade eleven and twelve if it

is only a two-year Portuguese program. If he goes on to college, he has to start all over again. It is like boiling water, letting it cool off, and then boiling it all over again. It just does not work out. We have lost so many students this way, possibly majors and possibly future teachers. This is why we suggest that if a two-year Portuguese program is introduced, it would be introduced in grade eleven rather than in grade nine. I have been working for the Queen's Project; and I wonder if their idea of teaching Portuguese after school hours, which seems to have pacified the board of education, might work out in your area. In this way the teacher would not interfere with the present curriculum and could be paid out of funds from the Instituto de Alta Cultura or the Gulbenkian Foundation. We have tried this and we have had several programs in Massachusetts, teaching in the evenings, after school, Saturdays, etc., in different languages. The students just do not want to stay after school, and, of course, we have the additional problem of students' having to travel by bus.

Mr. Pontes: This was attempted by Mr. Teixeira at Middletown.

Mr. Frechette: We just have not had any results.

Mr. Cavaco: What about the Official Portuguese School in New Bedford? That is sponsored by the Portuguese government, is it not? I think they have an enrollment of about 100 students. That is an after-school project, is it not?

Mr. Frechette: But it is away from the public school itself.

Mr. Cavaco: But it is still an after-school project.

Mr. Frechette: I mean it has not worked in the public schools. We have the Jewish schools, the Chinese schools, etc. They are away from the public schools.

Mr. Felix: I think we can go on to the next item, namely, the language courses offered and the names of the instructors. Dr. Rogers, who are the instructors at Harvard?

Dr. Rogers: There is myself and David T. Haberly, who has his Ph.D. in Brazilian literature. He is teaching the basic course that I described before. In addition, there is Nelson Vieira, a teaching fellow assistant who will be involved with Portuguese.

Mr. Rocha: I think Boston University is losing their professor and I think they are looking for a new one now.

Dr. Rogers: They had a graduate student in mind. He is a graduate student from MIT and is writing a thesis for me. His name is Anthony Naro. I think BU lost its teacher to the University of Massachusetts.

Mr. Rocha: At Bridgewater State College, there is Mr. Robert Arruda. At the Southeastern Massachusetts Technological Institute, there are myself and Mr. Antone Felix. At the University of Massachusetts, there is Mr. Thomas Sousa. At Emmanuel College, there is Sister Margaret Pauline. They also hired the Portuguese Vice-Consul, Miguel Martins.

Mr. Cavaco: Smith College is also teaching two years and possibly three years of Portuguese. Dr. Alice Clemente is the instructor.

Father Rocha: Avelino Dias was my assistant at the Lusitania Institute. He has been in Vermont working with Professor Boyd. My best helper was Mr. Maria F. de Carvalho who graduated from the University of Coimbra.

Mr. Rocha: Are there any other state colleges teaching Portuguese now?

Mr. Souza: I think Mr. Arruda said that this coming semester they are going to introduce Portuguese into the day program. He was teaching Portuguese only in the evening.

Father Rocha: Mr. Felix, Father Castelo Branco called me, and he is sending a nun from the Holy Cross order to the Lusitania Institute here for an eight-week program in Portuguese. If I am able to teach her Portuguese in eight weeks, this will be a tremendous experience.

Mr. Felix: Now we will discuss the methods being used at the high school level. In both the junior high and high schools, we have a combination partly due to the materials available. That is number one. Secondly, it goes according to the background of the teacher and, thirdly, according to the type of students that we have. I think the most common method now in use--and that is changing considerably--is the traditional method. The audio-lingual method has been used in the past two years by most of the teachers; but, as I say, we do not have the proper materials for this. Many of these things we have to make up ourselves, using either a Spanish text or possibly a French text as our basic material.

Mr. Cavaco: Our method is primarily traditional; however, we do try to use as much Portuguese as possible in the classroom. Most of our students already know Portuguese anyway. It is just a matter of trying to develop pronunciation and vocabulary.

Mr. Pontes: I think it is important to mention that the texts in all languages at Durfee High are traditional.

Mr. Frechette: I think that has been pointed out. We need a listing of materials available. I have the latest one published by the MLA in 1964. We also need materials that are articulated enough so that we will be able to introduce them at different levels, and in this way be able to hold onto our students that much longer. It should be based on a fundamental approach of some type. There are two attempts to do this, which are being made at the present time. There is one by Hutchins from the Naval Academy, who has done an excellent job on one on spoken vocabulary. There is also one in progress by Earl Thomas, but I am not familiar with that one.

Mr. Rocha: We are looking forward to the two Portuguese books recently put out so that we will be able to swing strictly into the audio-lingual method.

Mr. Frechette: I do not think we are being properly represented in Hispania. There is very little on Portuguese in Hispania.

Mr. Felix: Now we proceed to the college and university level.

Mr. Cavaco: I might put into the record that I believe Providence College is looking for a Portuguese teacher.

Mr. Rocha: Yes, I taught there some years ago, and I believe they are looking for someone.

Mr. Felix: Dr. Rogers, do you have any comments to make on the methods used on the college or university level?

Dr. Rogers: I am particularly interested in this. We do teach the course completely in Portuguese, and I insist that Dr. Haberly follow this method. I can guarantee you that one does not have to use one word of English in the classroom, and I disagree with anyone who says that you have to use English. If you want proof, just invite me down and I will demonstrate. Furthermore, if you go into English, then I am afraid that you are not teaching Portuguese but Philosophy. You are trying to give explanations and getting far beyond your depth.

Mr. Cavaco: This is where we need training. I have never taken a course in methodology.

Dr. Rogers: I go down to New Bedford all the time. In the fall, if a group of us want to get together on Saturday afternoon or, better, evening, I would be most pleased to do so. This is not complicated and it is something that does not take very long. Of course, you will not get any credit for it. I will show you how it is done by hamming it up, by acting, by using a few objects. I have even explained all the spices in Portuguese in this way. There are techniques that can be used. Not only is it important not to use English, but it is dangerous to use English because it tempts the teacher to talk about things which are not pertinent. The most sophisticated linguists do not know the answers to questions the students ask. You cannot explain complicated issues of the subjunctive tense and so forth. You can only go back to the statement: "That is the way they say it." Obviously you have to be a good model. This is the virtue of a text like Ellison's which has tapes made by Rachel de Queiroz, the finest woman writer in Brazil. These are authentic dialogues. Even though the tapes are physically poor, the voices are authentic. You do not have to worry about your own Portuguese. That answers in part the question that someone asked about how long it takes to tune up a teacher. By using informants and tapes and a good book, the teacher's own knowledge of the language ceases to be as vital as it used to be. One year I had twenty students, and instead of having me five times a week, they had me three times a week. I hired a native Brazilian to take them twice a week. He was a graduate student and served as drill master. That was the best time I ever gave the course.

Mr. Frechette: Our films are available anytime.

Mr. Cavaco: I do remember, Mr. Frechette, when you were giving your courses in methods. Unfortunately, at that time, I was unable to attend.

Mr. Felix: In New Bedford--and I am certain the same holds true in Fall River--most of the class period is devoted to the speaking of the language. We really do not have the time to create materials to use in the class. The problem lies with the lack of materials available. If we had materials, fine.

Dr. Rogers: One of the lessons learned by us and by Ellison, was that the dialogues you learned were too long, but they have been shortened in his book. That is why I do recommend it, because he profits by all of the lessons learned in the past five or six years.

Mr. Cavaco: I did make an effort to introduce the oral-aural method at Durfee High School; but, not being aware of some of the materials available, I translated a Spanish book, Fundamentos del Español by Salas and Salas and typed up the stencils, I ran them off, I got through about six chapters; but I just could not keep up with it any more.

Mr. Souza: Even though I have not taken any courses in methodology, apparently I must be doing some of the things that Dr. Rogers mentioned, because I have been an actor at times, a musician, and so forth. In the last few years, I think I have gained experience, and it has proved to be quite successful. Your imagination does play a great part in the language class.

Dr. Rogers: Nothing gives the student more confidence than to realize that he can sustain a conversation, no matter how limited it is.

Mr. Frechette: In the past, text books have been oriented towards the written language, not oriented toward the spoken language. As a result, you are trying to adapt something that does not work well. But this is one way for the time being. By using Portuguese or whatever language you are using, you are trying to make up for that deficiency until you are able to get some better materials.

Mr. Felix: I believe we have the last section and the most important par' of the discussion: namely, the needs for development in U. S. education. There are quite a few topics here. The first one is: the expansion of extant high school Portuguese programs. I assume this means the Portuguese programs now in existence.

Mr. Cavaco: At one time, I suggested to my department head that students be allowed to take an accelerated, one-year course in either Spanish or Portuguese or any language offered at the high school. Unfortunately, we have a policy at the high school which prohibits a student in his senior year from beginning a language; and I think that this is really not a good idea, primarily, because, if you take a student who has had, for example, two or three years of another language, and if you can give him an accelerated course in Portuguese of one year with the background he already has in language, he can acquire a good background in Portuguese as well. There was a lot of opposition to this idea. I did manage, however, to get about three or four seniors to sign up for one year of Portuguese. Of course, it did not work out because I left and another teacher took over. I do not know exactly what she did. I did have the opportunity to speak to some of these students. They were bored because the teacher was giving a regular Portuguese I course rather than an accelerated course. I think they could have gotten about two years of Portuguese in one year.

Mr. Frechette: What kind of credits would they get for an accelerated course in Portuguese?

Mr. Cavaco: These students got five credits like everyone else. But why cannot a student taking an accelerated course in Portuguese get six or seven credits? They do it in biology and in other accelerated courses at the high school.

Mr. Frechette: Most of your foreign language organizations recommend three or four years of a language. If you mention two years, they will tell you to forget it.

Mr. Cavaco: But this accelerated course would be equal to two years.

Mr. Frechette: Well, then you would have to think in terms of the Carnegie unit arrangement. Could this be worked out?

Mr. Cavaco: If they can work it out in biology or in college algebra, why can they not work it out in Portuguese?

Miss Stavrinos: I agree with Mr. Cavaco, and I have tried to introduce accelerated courses in language because I feel that a good language student is quite mature by his senior year. He has had other languages. But it was not allowed because they felt that this was just a smattering of the language. I think that you could get excellent results, but they would not allow it.

Mr. Cavaco: In that Portuguese class, there was a boy who was of Irish extraction who had studied Spanish with me for two years. For about the first few weeks, he really learned Portuguese; but then after that he became bored. He was an all A student; but the course, which was not accelerated, just did not move fast enough for him.

Miss Stavrinos: If you had a special class with only those pupils, you could do much more with it; but they will not allow it.

Mr. Cavaco: I think it is a pity that a student should get out of high school with two or three years of Spanish without knowing anything about Portuguese and vice versa, because I believe the two complement each other.

Father Rocha: Professor Rogers, when I have a student who knows Spanish, I have a very difficult time making him come over to Portuguese pronunciation.

Dr. Rogers: It has been my experience that this knowledge of Spanish is a mixed blessing. I think that we have overplayed something during this Conference. It takes a lot of work to get the Spanish out of the system. You just do not take Spanish and jazz it up a little and convert it to Portuguese. There is a great deal that has to be unlearned.

Mr. Cavaco: I did not mean to suggest that the student who takes an accelerated course in Portuguese is going to come out with the same language fluency as a student who has had three years of Spanish, but he will come out with a definite advantage in that he will have reading fluency in the language.

Father Rocha: But there is still this problem of pronunciation.

Miss Stavrinos: You will all be glad to know that, this year, the best student that I had in my school, and who won 1st prize in the Spanish III category of the spoken Spanish contest at the University of Massachusetts, is a girl of Portuguese extraction. She is excellent, probably the best Spanish student I have ever had.

Mr. Rocha: The problem there is different. I agree with what one of the speakers said this afternoon; and I am sure that Dr. Rogers will also agree that a good Portuguese-speaking person can become very fluent in Spanish. The opposite is not necessarily true.

Mr. Higgins: Did this girl speak Portuguese?

Miss Stavrinos: Yes, I think at home they do speak Portuguese. She has not had an education in Portuguese, but she is excellent in Spanish. She is getting a scholarship, five weeks or so, to go to Mexico this summer. She is a very ambitious and an outstanding girl.

Dr. Rogers: I did not mean to disagree with your idea, Mr. Cavaco. I think it is a good one. We do it for one term, the second term of the senior year of Spanish. It started with the Catholic Club. Some of its members were going down to Mexico to build a dispensary in one of the suburbs. This was a last minute project and suddenly these students had to have Spanish. These groups were very highly motivated. They knew they were going to use it that summer, and it was a great success. It all depends on the motivation.

Mr. Rocha: I think he is right and I think the school system should allow for this situation. I believe the curriculum should be flexible enough so that it can allow advanced students to take one-year, accelerated language work in their senior year.

Mr. Frechette: I fully agree. Incidentally, in the future, you are going to see a lot more of what they call flexible scheduling. Superintendents will be met with this problem. Why be in class five times a week, why not three times a week and have the students do some independent study with the rest of their time? This, of course, would alleviate the situation within the school.

Mr. Cavaco: I agree. We have a problem of overcrowding at Durfee High School now. Our Spanish classes are generally about forty students to a class. When I started teaching Portuguese, I had forty-five students to a class; and the class was held in a room which comfortably accommodated only thirty. It was an impossible situation. Furthermore, how can you teach forty students to learn a foreign language with any kind of proficiency?

Mr. Pontes: Many of us do not bother using the lab because there are only thirty booths. If we take our classes in there--generally the classes have forty students--we have to carry in chairs from other classrooms.

Mr. Cavaco: I have suggested that foreign language students be more evenly distributed in our school. If you could take some of these students from Spanish or French or whatever other language, and ask them if they would like to start studying Portuguese, by doing so, you could probably even off

some of these language classes to the point that you can have a class down to a size that you can work with. After they have had two years of Portuguese--we are not going to force them to study Portuguese--then they can elect whatever language they prefer. I believe that approximately 75 or 80 per cent of the people studying foreign languages at present would rather be studying Portuguese, but they are prohibited from doing so through the counseling of the guidance department.

Dr. Rogers: That may be the solution to the whole problem. That is what West Point does. The cadets express a choice of language; but in the last analysis, the Academy tells them what language to study.

Mr. Cavaco: Even if my department head or the administration had accepted my suggestion, we would still have a problem with the influx of students into Portuguese, because we do not have qualified Portuguese teachers available.

Mr. Felix: I think we should move on to the next topic: summer programs (NDEA institutes, special university courses for teachers of other languages with Portuguese interest). At the Luso-Brazilian Colloquium in 1966, Dr. Ellison suggested that the high school teachers present should get together in order to form a committee aimed at getting the interest of the Office of Education to establish a summer institute specifically designed for teachers who were currently in the field of Portuguese or interested in becoming teachers of Portuguese. I know that Miss Andrade formulated a questionnaire, which I typed out. It was distributed to the teachers in the immediate area. In all we received approximately forty responses. I would say that forty indicated "yes" to the question, "Would you be interested in attending a summer institute sponsored by the federal government?" Another item: if such an institute were given, where would you like to see it established? We gave them three choices. I would say that the majority indicated SMTI. Of course, realize this, this was the New Bedford-Fall River area; and it seems logical that they would be interested in having such institutes at Southeastern Massachusetts Technological Institute. There were some, but few in number, who preferred to see the institutes at Bridgewater State College, Harvard University, and the University of Massachusetts. We also asked what courses should be given at these institutes. I do not have the statistics here. However, there were a good percentage who wanted an advance course in Portuguese, and, in particular, a methods course. Also, they wanted courses in Portuguese and Brazilian literature, the cultures of Brazil and Portugal and, lastly, the histories of Portugal and Brazil. To me these choices of subjects were excellent. However, as far as I know, nothing has come from this.

Dr. Rogers: I think that this Vanderbilt institute is a direct result of this.

Mr. Felix: Good, because I did not know if this data had been sent anywhere.

Dr. Rogers: I believe that Anson Piper of Williams College has been doing it. All these things require someone to pick up the ball, and Norwood Andrews has picked it up.

Mr. Frechette: Neither SMTI nor Bridgewater would be able to have such institutes, since they have no language laboratory.

Mr. Rocha: We should support the Vanderbilt project. Let us get behind it. Vanderbilt is not that far away, the institute will be sponsored by the federal government, and teachers will be trained.

Mr. Felix: I believe this institute is not only for teachers who are currently teaching Portuguese, but for those who plan to teach Portuguese eventually. Is that not correct?

Dr. Rogers: I think it is still in the planning state, and I do not think they know.

Mr. Felix: I think that it would be good for us to send names and addresses of interested teachers to Dr. Norwood Andrews, Jr.

Dr. Rogers: I would strongly recommend that you all cooperate with Vanderbilt. It is good for the community to realize that you have reached out to another set of people, to another part of the country.

Mr. Cavaco: I think it will have a great impact in New England, knowing that we have been at Vanderbilt in Nashville, Tennessee, discussing the study of Portuguese at the high school level.

Dr. Rogers: That is psychologically very important for the community.

Mr. Rocha: I think the very fact that some of the people invited here were superintendents should raise some eyebrows.

Mr. Felix: I would like to suggest here that we write a resumé of what has taken place here at Vanderbilt University and give it to our local newspapers for publicity.

Mr. Frechette: I think it would be good if Vanderbilt University put out a proof so that each of us would have the same information.

Mr. Cavaco: I have the names and addresses of some of the local newspapers in our area.

Mr. Felix: This is good and do not forget the Portuguese newspapers. Are there any other comments on the summer program?

Mr. Rocha: It says here that there are special university courses outside the institute. There are alot of schools that try, and we at SMTI are also trying to get some Portuguese courses offered during the summer; but the officials demand fifteen students before a class can be convened. There were nine registered for one of the courses, and the other course had either six or seven students. We will not know the decision until we get back. We do teach Portuguese in the evening school. I do have twenty-five students studying now, and many of them are teachers from the area. So we are trying to promote some courses inthe evening which could help the teachers improve their backgrounds.

Mr. Felix: The next item we have is: teacher exchange with Brazil. Perhaps I should also include Portugal. I assume this means that some teacher from the U. S. would go to Brazil and someone from Brazil would come to the U.S. to take that particular teacher's place. Is that the idea?

Mr. Frechette: We have different types of teacher-exchange. If you are interested, you can get this information from the Office of Education or the American Field Service. Then, too, there are other possibilities.

Mr. Rocha: This would perhaps work at a higher level, for instance, in the third and fourth year levels. If you could create an exchange in our area, I believe it should be from Portugal.

Mr. Felix: I think it would be fine if we could get someone from Portugal; but in the event we could not and could only get someone from Brazil, then this would be acceptable for that particular instance. However, I do disagree with Dr. Andrews' idea of bringing someone each year. This would create a problem in the elementary courses.

Dr. Rogers: There is another aspect that I just thought of here; and I think if Miss Andrade were here, she would want to say it. Perhaps you do not realize it; but in New Bedford this whole program of Portuguese got into the school system in 1942 by Miss Laurinda Andrade, who had worked in the Portuguese Embassy in Washington, and with the collaboration of a Portuguese newspaper. They capitalized on the sudden enthusiasm of Brazil due to the Roosevelt Good Neighbor Policy; and all the way through, Miss Andrade has saliented Brazilian relations. There has been a Portuguese Pan-American Day, a Portuguese Pan-American Festival on the part of the students, and there is a Portuguese Educational Society in New Bedford. They have even elected a local Brazilian doctor as honorary consul of Brazil, and this Brazilian emphasis has made it respectable in the community. Ridiculous as it sounds, this was a strategy for giving respectability to Portuguese because Portuguese was the language of Brazil and Brazil was our biggest ally.

Mr. Felix: But, by the same token, let me go back to what I had said previously. These students still take home the text books. Their parents for the most part are immigrants or descendents of immigrants who came from Portugal, the Azores and Madeira; and I can assure you that they do not accept these grammars with Brazilian emphasis.

Mr. Rocha: You have already won the battle in the New Bedford Public Schools. Now the emphasis should be to introduce Portuguese in the seventh and eighth grades. Also, you should not overlook the parochial schools that teach Portuguese, many of them from the first to the eighth grades.

Mr. Souza: That is a big problem, too, because I have some of these parochial school students entering my first year Portuguese class; and some of them are well advanced. I have had to create material on my own in many cases. I let them by-pass what the others are doing and give them material they would be doing in the high school.

Mr. Frechette: I think that the New Bedford-Fall River area is about ready for a bilingual program. The reason is that we have so many Portuguese immigrants who are non-English speaking. They are put into special groups at the present time. I think that we should develop these youngsters bilingually. We should develop a second-track system at the high school to be able to meet their particular needs because they are going to be far ahead of the others who are just beginning Portuguese. Otherwise, they are going to lose their facility with the language.

Mr. Rocha: About 7,000 immigrants are coming into the area each year.

Mr. Frechette: We get approximately one hundred students a month.

Mr. Cavaco: The Fall River School System has about six a week.

Mr. Rocha: Some of these students have studied in Portugal and should not have to repeat learned material for lack of English comprehension.

Mr. Felix: The next item is: the M.A.T. programs in Portuguese language, including possibilities of language study in Brazil.

Dr. Rogers: We have one at Harvard. I think there is one at Brown. This is a fiftieth college year: it is a Master's year (Master of Arts in Teaching, which is half liberal arts and half education). In Harvard it is administered by a joint committee. It is not 100 per cent in education. You must take the minimum education courses required by the state and then the balance of the program in your subject matter field. In the case of Portuguese, it is possible to do it at Harvard because it involves simply the education set, and as much Portuguese as possible. Now, if a student is advanced in Portuguese, and they do not have enough for him in Portuguese, he can fill out in Spanish, French, history, or some other program. Yale, Duke, Brown, and Harvard are the most distinguished, I think, who have the program.

Mr. Felix: The next topic is teacher placement, that is, the coordination of teacher training programs with specific plans by interested high schools to introduce Portuguese language programs.

Mr. Frechette: We have a teacher replacement bureau. Anyone needing teachers informs us. Send all information to the Office of Education Teacher Replacement Bureau, and they will take care of it for you. It is a free service.

Mr. Felix: Let us now discuss university-high school cooperative programs for supplementary Portuguese language courses during regular academic years, including courses for high school students and possible exploitation of university extension branches.

Mr. Rocha: The Portuguese programs at SMTI and Bridgewater State College are open to anyone. These evening sessions include elementary and intermediate Portuguese.

Mr. Felix: The last item is: the establishment of new high school Portuguese language programs, specific problems of interested high schools, and techniques for implementation. Personally, I believe we have mentioned the specific problems which are: getting the teachers, getting the students, getting materials, and, of course, convincing the school authorities, which is the most important.

Mr. Rocha: Civic organizations, such as the Portuguese-American Federation, could well serve to inform communities about Portuguese civilization and also the value of the Portuguese language. In doing this, they could, perhaps, create the necessary interest within these communities.

Mr. Frechette: If you want anything published about Portuguese, we have the Massachusetts Bay State Foreign Language Bulletin, which is published three times a year. If you wish, you can send the material to me or to Dr. Stowell Godding at the University of Massachusetts. Incidentally, if your name is not on the list, please write to him and just give him your name. It is free.

S E M I N A R VII

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Portuguese is now a language on the move.

Brazil, the Colossus of South America, is the natural leader of that continent.

By and large, the relevance of these two facts has not yet been recognized in the United States. This poses a potential danger.

The need for the development of Portuguese in the curricula of North American schools has now become strategic.

What are the specific problems of schools interested in such programs?

How does the study of Portuguese affect those who teach in the secondary schools?

The structure of American education is such that the polarity between the administration and the faculty often creates a cul-de-sac for the student. Frequently, the parents, with their habitual confidence in the competence of the school authorities, become helpless onlookers.

There is a certain ignorance on the part of administrators who refuse absolutely to open their eyes to the fact that the world has changed a great deal. The momentum that the study of languages has acquired in the last few years has given language learning a new role in education--one it did not have when these people were being trained. Languages have been the step-child of education for so long that the intransigence of administrators makes it cumbersome to introduce anything new. It is not uncommon to find administrators and counselors maintaining the position that the study of languages in Europe is a necessity, but in the United States a luxury. The presumption is that the Americans are self-sufficient.

These are attitudes that have to be changed in order to secure dissemination of a strategic language like Portuguese.

One way to convince the administrator of the need for Portuguese is through publicity. He is interested in putting his school in the limelight. What better way for accomplishing this is there than to persuade him to begin a program of Portuguese study with the incentive of federal aid? His school would have the prestige of introducing a strategic language.

An administrator will yield to pressure in the interest of his school. Parent groups, through the P.T.A., can be made cognizant of the opportunities available to those who speak Portuguese. Students who are made aware of advantages in the pursuance of the language would be enthusiastic for it. If students want it, they will begin to demand it--and these days parents heed their children.

Administrators listen to counselors, who, in turn, can be a direct avenue for the teacher to communicate his wishes. Let the teacher himself be aware of language requirements in state colleges and in universities and then be insistent in his demands by tabulating data and posting it where it will be read by the administrator, fellow teachers, and students. Many colleges have films that present their entrance requirements in an attractive way to students. Let the language teacher show a film that is language oriented to the students and P.T.A. groups. College and university brochures with language requirements underlined could be made available to the students and their parents.

An expanded program at the university level will influence the high school. If the universities would publicize their programs through the news media, this would filter down to the high school.

Representatives of business concerns that have subsidiary companies in Brazil and Portugal might be invited to address school assemblies and P.T.A. groups. The pragmatic appeal for technicians, mechanics, agronomists, nurses, librarians, advisers, etc., that are so needed throughout South America, can be a definitive influence.

Expense makes summer travel prohibitive. The "arm chair" mode of travel costs only effort. A "Youth for Understanding Program" geared to Portuguese-speaking areas could be the subject for an assembly, a close-circuit TV program, a social studies project, or a literary fest in the English classes. Those schools fortunate enough to have a Portuguese-speaking teacher or exchange student have the yeast that can leaven a school, if not a whole community.

Publicity through language clubs, travel movies, and talent shows where the art and pop tunes of Brazil are shown are still another effective way to reach an audience.

Basically, however, the language teacher has to be his own public relations man. His enthusiasm can fuse into every communication medium within his reach. He has to beat his own drum--long enough and loud enough for his message to reverberate.

It is an understatement to say that there is a dearth of Portuguese teachers in the United States. The only recourse to meet this problem is to re-tread the Spanish-speaking teacher. The similarity of structure between Spanish and Portuguese makes it comparatively easy for a well-trained Spanish teacher to learn Portuguese, especially if he has training in the aural-lingual approach to languages, experience in high school teaching and acquaintance with methodology, linguistics, psychology, and high school problems in general.

A warning might be introduced here. It is not intended that Portuguese supplant Spanish, but that it be supplementary to Spanish. Cooperative programs of Spanish majors with Portuguese as a second language can be an incentive. It is important to point out that the study of the Iberian Peninsula and of South America based solely on Spanish is incomplete. To present the culture and history of one country without the other would be an egregious omission. If the Spanish teacher is receptive of that position, then he will present his course including a favorable narration of both contributors.

The Spanish teacher can introduce Portuguese to the third and fourth level students. This might be offered as an honor program to a special ability group. In a community where university resources are available, students would consider themselves privileged if they could visit language programs and the Political Science, Archeology, and Art Departments. Such a program could be feasible under Title III of ESEA.

Mindful of the problems of resources, it is better to concentrate on areas that may be more promising. In a metropolitan or a cosmopolitan area, regional Portuguese teachers could serve two or three high schools on a part-time basis. The same arrangement could be made for a college-high school co-op plan: for the teacher to have a part-time college, part-time high school position.

The United States Office of Education gives support to the M.A.T. Program (Indiana University). It is a re-tread program: an experienced teacher fellowship program. Part of it involves a foreign study section in the summer. This could be developed for Portuguese. The Spanish teacher, after a summer and an academic year of intensive study of Portuguese, could have the invaluable asset of a summer in Brazil or Portugal.

The Metropolitan (or Cleveland) Research Council works on several programs, foreign language being one phase. Toledo, Ohio, has a Chinese-Russian Center as a source of information and materials for all the schools in the community. Eventually it will expand into an international center. This would be an opening for Portuguese. In Minnesota, the language organizations have formed a research council to accomplish basically the same ends.

The teacher must have tools. At present these are scarce for the Portuguese teacher.

Modern Portuguese (Vol. I) by Dr. Ellison and Dr. Barrutia is one source; Contemporary Portuguese (Vol. I-II) by Dr. Maria Isabel Abreu is another.

In retrospect, the United States can no longer ignore the Giant that is Brazil. It is the country of tomorrow. It is time that there was a climate of understanding that can be reached only by communication. And language is communication.

S E M I N A R VIII

Colorado, New Mexico, Nevada, Utah, Arizona

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Dr. Jack Tomlins, University of New Mexico

Dr. Campa: The first item on today's program is: a list of materials being used in high schools.

Mr. Houston: I use Spoken Portuguese by Kany and Pinheiro. This is a conversation manual. Then I used several grammar texts: Portuguese: The Language of Brazil, Portuguese Grammar, and Brazilian Portuguese. These are used strictly as supplementary texts. I have one or two Brazilian-made books, but they are off the market. They are the best I can find.

Miss Duhon: There is a man from Annapolis who is working on vocabulary study. He will do it by computer. He is a ham radio operator and hopes to get it off the air.

Mr. Valdes. I think Vern Morgan is familiar with the materials they are using for the Peace Corps trainees. Perhaps this material could be developed further, with Dr. Albert Lopes' permission (University of New Mexico).

Dr. Campa: We used one of the projects for Brazil in the Peace Corps at the University of Oklahoma, and we used it to find materials for service institutes of foreign languages. However, if you are going to use it as a textbook for high school or college, I do not think it will work so well. In the first place, it is not very interesting for students. Was there not some talk before we came here about a textbook being put out in two volumes?

Mr. Valdes: That is Modern Portuguese, which is subsidized by the MLA from the royalties of Modern Spanish (for college primarily). It is being used at Michigan State and will be used here at Vanderbilt next fall, I understand.

Miss Duhon: In addition to that there is Dr. Hoge's Oral Brazilian Portuguese.

Mr. Valdes: The binding is still in plastic. There is also a text by Chilton Books (Philadelphia).

Dr. Tomlins: There is also a mimeographed Beginning Portuguese in Madison, Wisconsin. It is similar to Hoge's, but he uses his in Milwaukee.

Mr. Valdes: There are no high school materials of which I know except those by Chilton Books.

Dr. Campa: It is fairly well indicated that one of the things that we are going to need is for some of you younger people to get together and put out a textbook. There should be a good market for it. Are you familiar with the project on which David Feldman is working?

Mr. Valdes: What is the nature of that project?

Miss Duhon: He is working through the USOE on Portuguese language. It was referred to yesterday.

Mr. Valdes: As far as I know from the MLA Selective List, it does not contain anything for high school, including the addenda. The only thing that I know of for secondary schools is Chilton's book. With this material, you have to spend a seminar at Philadelphia in order to see them.

Miss Duhon: There is Georgetown University's Português Contemporâneo by Maria Isabel Abreu.

Mr. Anderson: For the present, if you are going to start teaching Portuguese, you are going to have to work with what is available and what can be developed on a local basis. However, I wonder if some of the purposes here might not be put to some emphasis on planning at least a first-year program to start with, under some guidelines that have MLA materials.

Dr. Campa: One of the things that you are going to run into in beginning to prepare materials is the method that you are going to use. Are you going to emphasize audio-lingual approach in teaching Portuguese, or is it going to be the grammar approach, or a combination of both?

Mr. Valdes: I thought it was made quite clear this morning that, with Portuguese, the issue of pronunciation was of the utmost importance.

Dr. Brown: How many teachers do we have teaching Portuguese in the United States? Would there be one hundred? I am thinking basically of high school. I would guess that there would be fewer than two hundred. Perhaps money could be provided for outstanding teachers to take some of these text-books and, at least by mimeographing them, work out two hundred copies and distribute them to those schools that are teaching Portuguese or would be teaching it next year. They would then have a year, at least, to get something else mimeographed.

Dr. Campa: I think probation entitled III, IV, VI, or whatever it is for the preparation of teaching materials, could be done, do you not?

Miss Duhon: There used to be, under Title VI; but in regards to the NDEA, we do not know what has been happening under Title VI. It is very general. There are no monies for specific things. But Title VI was research and development for the development of materials. I have the figures that were given in the MLA Foreign Language Offerings and Enrollments in Public Secondary Schools. The enrollment in the public schools in Portuguese in 1960 was six hundred. So there could not be very many teachers.

Mr. Anderson: If two or three teachers could adapt a book, say use a Spanish book or follow an established format, possibly somewhere even the Gulbenkian Foundation would be willing to come through with several hundred dollars or so. Perhaps it would compensate for their time and for mimeographing a loose-leaf form. A one-year program could be given to all those schools presently using it. And at the end of the year, a reevaluation could be made. It would be more or less "the Glastonbury Units" again to start with, at least until we can get something on the market.

Miss Duhon: I would suggest that the materials and the work that has already been done in the college edition of Modern Portuguese, the Georgetown book, Português Contemporâneo, Hoge's Oral Brazilian Portuguese, and the others that have been mentioned would probably be the best sources for developing materials because they have dialogues, pattern practice, information, and so on. I think they would be a little safer to use than the Spanish texts, which might not have the same interferences linguistically speaking.

Mr. Valdes: Are you familiar with that little booklet that Albert Lopes put out, Bom Dia!? It is nothing but dialogue. It could be a source of working out dramatic situations. But on the dialogues themselves, these could be the basis for working out drills.

Dr. Campa: I do not think that type of approach has the approval of modern methods of teaching today. We have gone beyond the memorizing of dialogues. These pattern practices are not the dialogues.

Mr. Valdes: No, I am saying that we could use the dialogues, then take from the dialogues the things that need to be emphasized. Take your syntactical patterns and develop the drills, substitution, etc.

Dr. Brown: These two texts here, basically, are oriented that way. They have the dialogues to start with and the pattern practices. I think they learned a little from this in using Modern Spanish. In fact, they are going to Modern Spanish to shorten some of the dialogue lines; it had become rather cumbersome.

Mr. Valdes: Is Modern Portuguese for use in secondary schools and at what date?

Dr. Brown: It could be adapted, I am sure. Tapes are available, but they must be ordered from a different source. Books are ordered from Austin, Texas, at $3.75 a copy.[1]

Dr. Tomlins: If you send him fifteen blank tapes, he will send back the drills already dubbed.

Mr. Sandstedt: I think it would be much more effective to use something that is already developed, like the audio-lingual approach, rather than trying to adopt or adapt a traditional text. It is time-consuming and costly. It would not be very effective any way.

Dr. Brown: A lot of work went into this one. I am told that computer analysis worked out the syntax.

Mr. Anderson: Barrutia was one of the real workers on this. He spent quite a lot of time on it.

Dr. Campa: This is prepared for college.

Dr. Brown: Yes, this is set up for one volume per semester. You could use one volume per year. That would cover two years in high school.

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[1]Subsequent to the Conference, Random House/Alfred A. Knopf secured the rights for the second, revised - hard cover - edition of Modern Portuguese. Address enquiries to Mr. Hugh W. Treadwell, Ed., The College Department of Random House, 501 Madison Ave., New York, 10022.

Mr. Anderson: It could be tried, at least, and an evaluation made after a year according to what difficulties should be deleted from the high school edition.

Miss Duhon: Psychologically speaking, I do not believe there is so much difference between high-school students and college students that we would need to change the contents.

Dr. Tomlins: When it is an audio-lingual approach, you are able to accomplish a lot of this work without deletion. Of course, Modern Portuguese not only gives pattern drills, but also there are some fairly good grammar explanations which perhaps should be deleted from the high school text.

Dr. Brown: You might want to add variety too. It is better to have more materials than not enough. There is plenty of material here as far as the drills and exercises go, but they do get tired of doing drills.

Mr. Anderson: They have done something in this that they did not do in Modern Spanish, and that is that they made a fairly good effort to do a linguistic transcription of the spoken Portuguese part. As for myself, I do not speak Portuguese; but I can whittle away at it. If a person at least has some background in Portuguese, this would make a good reference to keep him on track.

Dr. Campa: Your text could be used as a preface and then advances made from there.

Dr. Brown: Using transcriptions, especially with the tapes to back them up, it is perfectly clear to everybody what sort of sounds the transcriptions indicate.

Miss Duhon: If a language program is to succeed in high school, it should be recognized and should stand on its own feet. I believe we really can sell a great number of high school youngsters on the idea that this is a career; that it is something they can continue. On the other hand, we would want a great many more students who have not already decided on their career who would take Portuguese for fun. I think, that being the case, you want to recognize that the way to reach the high school youngsters is to emphasize what we are all agreed on here--the audio-lingual approach. But sometimes, when you work with a college language department, you wonder whether they recognize the importance of the language as opposed to the literature. It may not be a code, but it certainly is the basic tool. We, in some of our states, generally have difficulty, because out of the colleges and into student teaching and the teaching profession come youngsters who have not been prepared to do audio-lingual teaching.

Mr. Valdes: By the same token, I do not know if you have encountered the problem that we encounter. Frequently, when you send an audio-lingually prepared student into college, they stick him into the old grammar-traditional method; and he gets no credit for his audio-lingual background.

Miss Duhon: So, with this business of working at cross purposes, I think we need to recognize that the colleges and our high schools will get

better results if Portuguese has an opportunity that some of the other established languages in the public schools' curriculum do not have. It has the opportunity to meet the articulation problem head on. In fact, it can avoid the articulation problem if we start with the recognition of the fact that we must first teach the fundamental skills before we go into political science or sociology or any of the other areas. We need basic skills first. I think then we can work together and I think we have a better chance to establish Portuguese. Portuguese has a real opportunity to show the other languages what can be done.

Mr. Valdes: In other words, start by placing one textbook in the teacher's hand, and not three or four.

Dr. Campa: It goes even beyond that. I have encountered all along, and I am sure all of us have, that when you get to talking with the general public, even some educators seem to think that Spanish is spoken throughout Latin America. They do not seem to know that Portuguese is spoken in Brazil. One of the things that we will have to do is convince superintendents, high school principals, and deans in colleges at my end of it. I know what we have done here has been with widespread representation and that it is substantial and very important. I am going to write a letter to the dean, present him this program, and show him who was here, who the people were who are here, and what we plan to do. He will see that it is a national effort. I am sure plenty of departments would like to teach Portuguese if they had funds with which to hire someone to teach. Some of those fellows, however, do not even know that Portuguese is a worthwhile language.

Mr. Valdes: Why do we not go on to the high schools that are offering courses?

Dr. Campa: I wanted to clear up number one, and I think we have exhausted it fairly well. In other words, we have found out very little. We have discovered there is something that we can use; but his suggestion concerning this series with the tapes, I think, covers numbers one and two. Do we know what high schools are offering Portuguese language courses?

Mr. Houston: I had a course last year at Hurricane High School, Hurricane, Utah. I have fourteen students. They were very interested.

Mr. Valdes: At my high school, I offered Portuguese but I got a "big" pre-enrollment of five. I am still working on it. I may have to revise the requirements.

Mr. Anderson: I think perhaps here, Frank, we need to be selling; this has already been mentioned. We have got to do it on a state-wide basis.

Mr. Valdes: This advisory committee that was created this morning would be a big help. And then the scholarship of Phi Kappa Beta, a $10,000 scholarship, more students should start hearing about this, even if only for monetary reasons.

Dr. Campa: Suppose you wanted to offer Portuguese in your area, state, or whatever, how do you go about starting the program? Whom would you approach?

Mr. Sandstedt: I think it would have to be at the local level, probably at the office of instruction, which approves or disapproves any new addition to the curriculum. The big argument we are going to find is not so much adding a new language, but which language to add? Many of the administrators are in favor of adding either Chinese or Russian; they think these are crucial languages. I think Portuguese will have a difficult time because of that. And we also have a large enough district to offer a tremendously extensive foreign language program. There is going to have to be some choosing, and I do know how it is going to go.

Dr. Campa: "Either/or," in other words.

Mr. Sandstedt: Yes!

Miss Duhon: You can also prove that the availability of the teacher is important.

Dr. Brown: That is the basic point there.

Miss Duhon: You can wish to offer Chinese but not have a teacher. I believe that this is one thing we can say: "Here I am, on the grounds; I can teach Portuguese and I would be glad to do it." If you can sell through the P.T.A. and the P.T.A. office and can get a speaking engagement, you can really have a power that will back you up and push it in your district.

Dr. Campa: They are always looking for speakers and subjects and this would be one to introduce. May I introduce this letter for the record because this is what they are going to use; it is from the Department of Public Instruction, State of Arizona, addressed to Dr. Timothy Brown:

> It was nice hearing from you and I hope the Conference at Vanderbilt will be informative as well as enjoyable. Regarding languages in Arizona, it seems that the German is on the increase in student enrollment, and we are trying to arouse more interest in Russian and Latin. I have not heard anything in regards to Portuguese throughout my travels, as yet. Perhaps by using the news media, we could make the public aware of the possibility of teaching Portuguese at the high school level. I feel that if we could get the public behind us, we could offer any language if there is a need for it.

That answers part of the question we were asking a moment ago.

Mr. Houston: In my case, I changed schools last fall; and they informed me that I had been selected to teach a class of Portuguese.

Mr. Sandstedt: Why did they select Portuguese? This is of interest to me, because if I mention Portuguese as a possibility, they all look at me as if it were some unknown, strange language.

Mr. Houston: Well, again I think it is who is there at the right time and the right place. My school is small. We have four hundred fifty students,

and we had a Spanish teacher who was not doing as good a job as he could. The administrator wanted another language that would balance things. I was the only one there with another language.

Mr. Anderson: For the state of Nevada, we have already approved (on paper at least) some forty-odd languages that can or should be taught in high school. However, before these could be taught, there would have to be accreditation procedures and so on for the teacher teaching it. But these are quite general now and probably consist of some twenty-four semester hours of preparation. I myself feel that there is good possibility for Portuguese in the state of Nevada, and Frank here has already made an attempt--I was aware of this--to get it started. It has not been started in other areas, although we have several pockets of Portuguese ethnic groups in the the state of Nevada which might serve to spur this on. Within one hundred miles of the Reno area, I would say we probably have several hundred Portuguese. I think there are some good possibilities in Nevada. I will have to say also that we have not made any real, state-wide effort.

Mr. Morgan: Getting information into the hands of the right people is our problem. Where do we start? I said the office of instruction. I think in this particular language, it is going to have to start with the public. This is it: we must make everyone generally aware of the need to teach this language.

Mr. Valdes: Do not underestimate the power of the public. If you put enough information to them and they get curious enough, they will start.

Dr. Campa: If we want anything done, we are the ones to do it. Those of us who are interested in this other language must do something about it publicity-wise. Get it before the public. Get people to get up and take notice. That is one reason why I was thinking of this program. It is not just a local thing; it is a national thing.

Mr. Valdes: Especially for those "P.R.-minded" administrators.

Mr. Anderson: Frank here has already gotten some publicity on the local level. I saw some write-ups on his attending this Conference. The follow-up on this is some kind of a basis on which Nevada can go.

Dr. Campa: If we could do this, by virtue of publicity and personal contact, recommendations, news releases, and what not, and could at least have them show some interest in it, that would be the first step. Establish the interest--that would be putting our foot in the door.

Mr. Valdes: What would you have in Denver? Do you have any high schools that are actually interested in it?

Miss Duhon: I checked. They have a new superintendent coming, and I think Dr. Campa's idea of interesting him is good. The people are much more easily reached by reading. They actually decide for themselves, and it is much better than speaking. They read it in a newspaper or in something we send them, a bulletin perhaps, and it is a lot faster. I have had contact with a number of superintendents myself.

Mr. Valdes: Have you any teachers prepared to teach it at this time?

Miss Duhon: There is another possibility, and I wonder if we do not need to consider it. In our state, for instance, one may teach by a letter of authority for three successive years. You could bring in a foreign teacher. This has been done with the elementary language program up to now. If your teacher had not the correct number of hours of education, he can begin to get them while he is teaching. He can do without certification temporarily.

Dr. Campa: In Denver, they did it with a Spanish teacher from Spain.

Mr. Valdes: Besides yourself, Mr. Morgan, there should be someone qualified in Albuquerque.

Mr. Morgan: I do not know. It takes eighteen hours, you see. There is Ramón Huerta, for one.

Dr. Brown: We have a retired ambassador living in Reno. He speaks Portuguese and occasionally brings young adults from Brazil to spend a year or so with him. He might have contacts and be able to bring people to work in our program for a year.

Miss Duhon: He would be a good source of publicity.

Mr. Anderson: Brigham Young University has a fairly good, extensive Portuguese program. I think it probably has been the fact that there really have not been any openings for graduates which explains why they have not been supplying them. I am sure that, if there were openings available, they could be contacted and some of their students, perhaps, could be ready for a position.

Dr. Campa: A number of students are sent to Brazil for two years for missionary work, and they speak the language quite well.

Dr. Brown: I have had to discourage people who wanted to take a minor teaching in Portuguese in Arizona. Their advisor tells them: "If you want to keep up with your Spanish major, you will be assured of a job, and this will not be any disadvantage to you." They go on to study something else and then they do not come back. However, we can supply enough, if there is any opportunity for them to teach. We have people who want to do this!

Mr. Valdes: You do not require that they take a given number of hours in another language if they are majoring, say, in Spanish?

Dr. Brown: No, they can minor in a number of different subjects. However, we do have people that want to prepare themselves and want to teach if there is an opportunity in this.

Mr. Valdes: I would feel more secure if I had more credits than I have now, you know. I can always push a little harder.

Mr. Anderson: Could we say this from what we have said now? We probably have enough to fill the immediate need. What we have to do is create the need. Is that it? We have got to create the teaching situations because we probably could identify enough teachers to fill them.

Dr. Campa: In a school system the size of Denver (nine high schools), any superintendent would want to do something new that has not been done already. This might be an incentive for him to try to put in Portuguese.

Dr. Tomlins: How does the ESEA function in Colorado? Could a project be written up for Title III as an exemplary center for Portuguese?

Miss Duhon: To get a district to do this, to be willing to submit for that part of their funds, yes. I really think that the logical place to do it would be in Greeley or in Pueblo. We are handicapped a little in some instances because we are about to change superintendents.

Mr. Sandstedt: Idaho wrote a Title III, ESEA application which has some very good things in it. They found a superintendent whom they talked into sponsoring the application and its language test. They are having Spanish up there next year for five-week sessions. They got the local superintendent, talked him into supporting it, and said some of it was tongue in cheek. Now it has gotten off the ground, and he is really enthusiastic about it. This is bringing the school up to a national position. And I was wondering if perhaps the same thing could not happen here if we could get a local superintendent in some state where they could identify the people to teach it, and the interest and the means to get it up to Title III.

Mr. Valdes: That more or less ties together with Point Four on our agenda They want a list of the teachers prepared and those interested in becoming prepared.

Mr. Morgan: For a teacher wishing to become qualified, he must go to a regular term--not a summer term. It is an area that needs work; that is, to offer summer session courses at least.

Mr. Anderson: I think Brigham Young University ought to be contacted. As far as any university in our state, I think BYU is the largest in people qualified as far as hours go. They have an offering of twenty different courses in Portuguese.

Dr. Campa: What other schools are there that teach Portuguese? Brigham Young University, the University of New Mexico, Utah State, the University of Utah, Arizona, Arizona State, the University of Tennessee, Glendale, the American Institute of Foreign Trade in Arizona, which is a commercially oriented language school and has an intensive, one-year course, teach it. In fact, Spanish and Portuguese are two of their strongest areas.

Mr. Anderson: I would say that right here we ought to list these schools. We probably should get this information to them and do a little propagandizing with them.

Dr. Campa: Perhaps we could get the University of Colorado Extension Program to teach Portuguese. . .

Dr. Brown: Would it not be a good idea, at least to begin with, to join forces and follow as many as possible into the Vanderbilt summer program to make it go, so that it could be given and started out? Otherwise, I am afraid we are going to be spread very thin all about the country.

Dr. Anderson: I think this would be a good move to make. Brigham Young offers an institute this year. It is not an NDEA institute, but it is an institute on the lines of NDEA. Once this Vanderbilt thing gets off the ground, it should give some emphasis, perhaps, to getting one set up at BYU, or some other area that has a strong program in our region for developing our people.

Dr. Campa: They have no institute at the University of Texas in El Paso--it used to be Texas Western.

Mr. Valdes: I do not think they have ever had an institute there, but I think they have had some Peace Corps training programs.

Miss Duhon: I think, also, we might make it a point with each of our states to publicize the summer programs. I did this one summer and wrote a letter requesting information to the colleges, but I would think they would be glad to send this information about what their summer courses are themselves. We have got to impress on the colleges the essentials for meeting this problem. The classroom teacher who wants to study should get enough offerings to have evening and summer classes.

Mr. Valdes: I wrote a pamphlet about my department in my school, which speaks about the different opportunities in languages, mentioning Portuguese as one of the critical ones, and talking about its wide uses. Perhaps this is another way of getting information before the general public. The youngsters can take these pamphlets home and the parents can read about the language, understand a little about it, and, at least, inquire about it.

Dr. Campa: They are teaching Portuguese at the medical college of the University of Denver. Now, we come to the predominant methodologies presently in use. What about this question of methodology? Some of you were talking about the lack of coordination between the high schools and the colleges; we find exactly the opposite. We use the audio-lingual system, and quite a number of in-coming students from all over the country are "traditionally" prepared.

Mr. Valdes: Some of the bigger universities are recognizing the audio-lingual, but there are still quite a few of them that are deep in the grammar-translation method, either because their instructors do not speak the language adequately or something else.

Mr. Anderson: My observations around the state of Nevada, for example, would be that possibly there are as many high schools which are unwilling to switch to the audio-lingual as there are colleges. However, the audio-lingual schools do not send students to the audio-lingual colleges, and vice versa. One way or another, there always seems to appear this disparity of methodologies and preparation. However, we are finding that a turnover occurs in the state:

more and more of our people are becoming better prepared in the high school, at least to carry on an audio-lingual approach. Slowly we are moving this way; whereas longevity in the universitites is much greater than at the high school level, with the result that they move much more slowly. Our own situation in the state of Nevada is quite poor in this respect. I do not know how you work on the rapport part in order to get these things moving as they should. But I think here again, as you mentioned for Portuguese, that this is an opportunity. You do not have enough college Portuguese programs going or enough high school Portuguese programs going so that any tradition, necessarily, has been established. We can establish a tradition right now and take care of this articulation all the way through.

Miss Duhon: One of the difficulties seems to exist in the high schools with teachers who have gone to institutes. They try an audio-lingual approach without very much support from their fellow teachers, and then their students go to college where they meet the further difficulty of being in grammar-translation situations. Therefore, the teacher who has an audio-lingual approach begins to wonder if he is the one that is wrong and if it is worth the struggle. Frequently, he switches back to the easy way of grammar-translation. We really have come to our crossroads in Colorado, where we feel the need to have some dialogue with the college people. We are going to set up some programs for discussions next fall. We hope that the college personnel will realize that they possibly have a responsibility for looking to the high school programs, for seeing what the high school programs are, and for meeting the needs of incoming students, so that the advances we might have made towards teaching the fundamental skills shall not be lost. I believe, frankly, that because of the legislation before Congress now, we are at the crossroads. The honeymoon is over as far as foreign languages are concerned. There probably will be very few institutes for teachers. There probably will be very little money for new programs, experimental programs, and so on in the high school, which means that the colleges will again get smaller and smaller numbers because it has been proved that high school students will not stay with a grammar-translation kind of program. They come in--you can take survey after survey, year after year--and they will tell you that what they want with a foreign language is to learn to speak it. If you then sit them down and start talking about it, you lose them.

Mr. Anderson: That is a valid point. I think, too, that it has been a practice in the past to take your high school student and try and find out enough about him so that you can place him in your college curriculum in the established course. I am somewhat of the feeling that colleges should not try to evaluate the student to find out where they are going to place him in their courses, but rather that they should design their courses to place him where he should be. I think this is what we are missing. When they have a traditional program, they take a student, evaluate him, and he falls into a given slot in that traditional program. Let us evaluate him and then design a program that will fit him and his point on the audio-lingual spectrum with all of the skills, including grammar.

Dr. Brown: Also, you need to have a long enough sequence in your program. We find that the students going through our six-year program can fit into almost any college course, whether it is traditional or audio-lingual, because

they have been trained with the basic-course skills for six years. They are firmly enough established in the course skills that they can adjust to almost any program in which they are placed. We have problems with those students who are starting in the high schools at the tenth or eleventh grade and are only able to get two years of audio-lingual training. They never reach the reading-and-writing phase adequately. Then they go to college into traditional programs and they have problems. If they go through our entire program, they have no problems at all.

Mr. Anderson: This is a big problem. We have found that in most of the five or six-year programs, the majority of the students do not get through them. The reality is that it is offered, but the kids do not go through it. The kids go through a two-year program or a three-year program with two languages, or a two-year program with two languages, but they do not go, very many of them, through a four, five, or six-year program. This is where we are losing such a number of our people. Some of my students have gone through two or three years, and have done excellently as far as they have gone. It does not take a test for me to be able to tell a college person that, but the student who can do it can do it well. What so often happens is that students essentially waste two or three years of excellent work, because it does not happen to fit into the traditional courses that the colleges had designed. So they start over again. I had an excellent German student who spoke fluently on any basic subject for ten or fifteen minutes after his second year, without notes, and did a pretty good job. He went to the university where German was all grammar in the old alphabet; he just cashed in his chips and forgot the whole thing.

Dr. Campa: We have noticed an unusual trend at the University of Denver. In the last two years, we have doubled the number of students who are taking languages; and we have insisted on the audio-lingual approach--from using the laboratory to getting their courses in teaching. For example, they are teaching languages--how they should be taught and so on--and all of our teachers have been on these discussions. They all try to use this method, and we find that the interest of the student is that he wants to learn to speak. For one thing, we have an exchange with Mexico. We send about one hundred students every year. They know that, when they get down there, one of the things they need is a "live" language. As a result, where we once had a couple of courses at the beginning level, we now have five and six systems in every language. It seems to spread for the simple reason that they know that they will learn to communicate. Moreover, they come from all over the United States. We draw from the East mostly and from the West Coast and some from the Middlewest. We have no problem. We give students a test at the beginning and place them accordingly. They do quite well. We are quite optimistic about our program. In fact, we have been adding members to our staff because of its success.

Dr. Brown: I think this is one of the ways in Portuguese this could be done from the start.

Dr. Campa: I do not know how we all feel about the audio-lingual approach here. Maybe that is one thing we want to know. I do not believe there are very many of us nowadays who are using the traditional method.

Mr. Anderson: There is one thing about the audio-lingual method that Lado, Brooks, and the other authors of works on materials and techniques--at least all that I have talked to--indicate. That is that they do not know all the answers. There is an approach to it that constantly needs revision and refinement. Somehow, somewhere, some people have gotten the idea that it is all spelled out, and that when they do it the way it is spelled out and it does not work, it is no good. Sometimes, I think they have limited themselves.

Dr. Campa: No one knows all the answers, so it merely makes common sense to use the basic text and then supplement the teacher with material. Lado, incidentally, did put out a textbook. Are you familiar with it? It is in Spanish. It is brand new and it came out this summer. He plans to put into practice all of the things that Brooks, he, and all the others have been working with in the way of combining pattern classes--the audio-lingual approach. It is an excellent book, and we are thinking of using it. It is by McGraw-Hill, I believe.

Mr. Valdes: One of the biggest complaints that we have about our audio-lingual classes is that students do not rate as highly on tests. It often seems that the significant factor regarding tests of students is how much reading has been done in addition to the oral training.

Dr. Campa: Our students took a national test given in Omaha, and we rated 96 per cent of our students. The fourth-year students fared well, and they went up to ninety-six. The lowest one we had was ninety, by the use of this audio-lingual approach. It does not preclude reading and writing.

Mr. Anderson: This is what you hear some teachers say, "Well, I used the audio-lingual approach last year; but the beginning of this year we are out of audio-lingual now, and we are going to something else." This, again, is a misconception, because the audio-lingual is the total thing. We have made some real gains in speaking. This has been proved by national tests and others. The ability of today's student to speak and comprehend is far superior to that of his counterpart twenty years ago. However, we have slightly regressed nationally in the area of reading and writing, probably because we have placed so much emphasis on getting the first part going. This is not to say that we cannot use the same emphasis and the same techniques to carry through in reading and writing. Obviously, to gain the skills of reading, writing, and grammar, which we had before in two years, we have got to have more years to get the additional skills of speaking and understanding. We still should be able to lump together and get it all in two years.

Dr. Campa: This does not give us, at the end of four years, time to build up all the skills. In two years, I do not know what it would be.

Mr. Anderson: This brings to mind what you say about that long sequence of six years. Those who experience that are superior to their counterparts in college and can fit in anywhere because they have what the counterpart had twenty years ago. In addition, they express themselves orally and they understand.

Miss Duhon: Furthermore, the speech is automatic. I studied it at the University of Mexico one summer, a good many years ago, and at coffee

break time you could see who had learned his Spanish by learning to translate first. They were the ones with their mouths open. Those who were taught by an audio-lingual approach had immediate, automatic responses.

Mr. Morgan: Another consideration is that all the new materials in Portuguese that I know of are basically audio-lingual. They are recently produced materials.

Mr. Anderson: The people who produced Modern Portuguese--Ellison, Barrutia, Gomes de Mattos, Hoge, Hensey, and Wyatt--are particularly audio-lingual; and, as far as this text goes, I would not even say that it is a trial-initiated editon. It already uses the experiences of the Modern Spanish as a spring board.

Dr. Brown: Hoge's Oral Brazilian Portuguese as well is used as a spring board for it, but they are still revising it. They put out questionnaires earlier this year.

Mr. Anderson: I imagine that they must be revising it, because they put a whole six pages in there of errors that they knew they had already made.

Dr. Tomlins: They called for reactions immediately. What do you think of it? What would you like to see changed? What did you find difficult?

Dr. Brown: I think the greater part of the criticism and evaluation will not come through until we get it in the classroom in abundance.

Dr. Campa: These books have one advantage that the other books do not have. This is that the teacher himself can use it as his own guide if he does not know the language well enough. If he can learn to pronounce, he can prepare himself so he can do a good job.

Mr. Valdes: Do you think we should go on to Item 7, Dr. Campa?

Dr. Campa: I noticed that they all dovetail into each other. We do not have to follow the particular sequence. Just so we cover the material. Now, the need for development in United States education--this is essentially what we have been discussing. We covered methodology fairly well. Let us see the expansion of improved high school Portuguese programs. Any improvement is going to be up! Anything is going to be an expansion!

Mr. Sandstedt: There is also a problem here in the expansion of a high school Spanish-Portuguese program. It starts out maybe for two years and then it moves to expand to a two or three-year sequence; and most students go on to colleges and universities. Very few colleges and universities offer more than one year, so the colleges and universities are also going to have to expand, if only because of the expansion of high-school and college programs.

Mr. Anderson: It might be well, as part of this, to have a survey made of the colleges. In fact, I think they have been made. Also, those that offer a teaching minor, major, or graduate program in Portuguese and those with accompanying area-study courses should be included. A student may not necessarily come back and teach Portuguese, but may wish to make a profession out of some area connected with Portuguese.

Miss Duhon: How about the follow-up as a source of teachers, a follow-up of the former students of Portuguese, an attempt by the universities to find out where their former students are, what they are doing, and, perhaps, if there should be a call for teachers in the high school program, a retooling or a refresher course offered in the summer for those people who might like to come back into the field of Portuguese?

Mr. Morgan: It has been ten years now since I have been active in Portuguese, and it can get dormant if you do not use it.

Mr. Valdes: In my case, seven years, and at the time it is only six graduate hours in all that I have had in seven years. Actually, it is a violation of the minimum requirement for teaching it; but, nevertheless, I was ready to take on the teaching of the course. I still will as long as I can get away with it, so I can certainly use more training.

Mr. Anderson: I think there might be a possibility--we mentioned this before--of an exchange of teachers with Brazil. A teacher would go down there and teach English, while one of theirs would come up here and teach Portuguese. In the process, moreover, we really are grooming teachers down in Brazil. So when one of them comes back, he does not teach English anymore; he teaches Portuguese, and we have got our man. He has had some experience and some training. Neither school has lost, and there should not be too much money involved either, because they are both filling a position that already exists.

Dr. Campa: They did this in Switzerland one year, and it worked out very nicely. Our teacher became better prepared while in Germany, and the teacher who came from Germany (an English teacher) was teaching German for us over here. Our teacher went over there and learned a lot of German. This has possibilities. Quite a number of teachers are willing to do this sort of thing.

Mr. Anderson: I think, again, we might try to interest some of the foundations on a state-wide basis.

Miss Duhon: The Cordell Hull Foundation already has such a program.

Dr. Campa: In developing interest on the part of the high school student who would like to take Portuguese, I do not believe that there is enough emphasis in the area of information, publicity, materials, films, etc. Very seldom do we have anything at all. I noticed, for example, when we showed the film on Portugal, people were amazed to discover the things Portugal had to offer. Many have said: "I would like to go there. Let us learn Portuguese and go over there. I have never heard of it." Everything is Hawaii, Mexico, Acapulco, or Spain.

Mr. Valdes: I wonder if maybe by pushing them into getting some of these films for distribution to high schools we might not have something.

Dr. Campa: This film sells for $220.00; it is a twenty-four minute film and is put together out of about three hours of film. They cut it down to twenty-four minutes. This is a Gonzélez Film. This is a Portuguese film from

Denver. The title of the film is A Living Portrait of Portugal. It has been reviewed by the Educational and Library Association and they gave it a big send off. It has worldwide distribution now through Classroom Film Distributors in Hollywood.

Mr. Anderson: Could we approach the ambassador or the embassies on supplying us with information?

Mr. Valdes: They offered to send us anything for which we asked.

Mr. Anderson: I know that Spain has done a tremendous job. Every week I get at least two or three publications from their Spanish Embassy.

Dr. Campa: If they had showed this film in the city, the people would be immediately interested. They do not photograph the slums and that sort of thing because that is not what we are teaching. This fellow is going to make another one on the universities of Portugal, for example. It is a beautiful film. This one has to do with the port wine industry, folk dancing, and the grape industry of Portugal. It is very interesting and very educational, and it could be passed around. That is what I intend to do.

Mr. Anderson: I think this is something these people do not appreciate. It is a tendency on the part of Americans to only see the bad things, and not really to appreciate and understand the great advances the Portuguese made in architecture, science, and many other areas.

Dr. Brown: Our literature students got this. Almost in a backhanded way they get into literature before they know it; they are in the history and culture of the country. They say, "I did not know all of this went on." You read about the navigations, explorations, and the problems involved.

Mr. Valdes: We talked about the techniques of publicity and ways of approaching the various problems of high school administrations to convince them about the program. We should begin by publicizing it so that the students and the parents will benefit. This is really an all-out program.

Dr. Campa: Does anyone have anything more to add to the good of the cause?

Dr. Brown: In Arizona we can publicize this Conference, its results, and any possibility of a summer institute at Vanderbilt or any place else through the Arizona Foreign Language Teachers' Forum, which goes out to all the foreign language teachers in the state. We have a ready-made network there of communication, and we send out application forms and anything we want.

Mr. Sandstedt: Advertising can be put out through the Latin-American Digest.

Mr. Anderson: There is one more aspect in selling this program that has been brought to my attention; it is the fact that, generally speaking, foreign language teachers, right or wrong, are considered to be somewhat apart from the administration and the rest of the subject areas, to the point where they have a more difficult time working with the administration.

Miss Duhon: Anytime you do not speak the language of the "natives" so to speak. . . We have tried, somewhat, to get administrators involved; and I must say not too successfully. But I think this is an area in which we, perhaps, could make a better approach.

Mr. Valdes: Can you tell me how you can convince the principal with a P.E. major to buy foreign languages?

Dr. Campa: We have got some principals that used to be foreign language people. There you have got to hold them back. And then you get the other end of the spectrum, and you cannot get them in by hook or crook.

Mr. Morgan: There is one elementary school in Las Vegas, New Mexico; and I went over to talk to the gentleman, who is a language major. They are teaching French, German, and Spanish in the elementary school, and next year they are adding Russian. Two years ago they had Swahili. The sequence and coordination is not too good, but he does not want to worry about that. He wants the kids to enjoy the language, and there is something to be said for this. On the other hand, we have high schools where we cannot get any language started.

Miss Duhon: I recommend Language Teaching Analysis by William Francis Matthew for anyone who is interested in any phase of teaching foreign languages. It is published by Longwin, Limited in London, and may be ordered from the British Book Center in New York City. It is a complete analysis of every phase of language teaching.

Dr. Campa: We are talking about areas of materials, and films are part of it. I happen to have this one here, A Living Portrait of Portugal, produced by the José Films and distributed by Classroom Film Distributors, 5620 Hollywood Boulevard, Hollywood, California, 90028. It is a twenty-four minute film in color and it sells for $220.00. Anybody else have anything further to add?

Mr. Anderson: There might be one other avenue for experimentation with Portuguese. Every state represented in this seminar belongs to the Western States Small School Project. This is the region of western states' small schools. I began a foreign language experimental program last year. Next year will be the third year of it. It had been going two years under the auspices of Western States Small School Project, which is sponsored by the Ford Foundation. We have contemplated this year also extending another foreign language experimental project with the amplified telephone. I do not know if you have had the experience with that or not. We are in the process of selecting two or three schools who do not offer a foreign language, for one reason or another, to do some experimental evaluation in teaching foreign language. We have not decided what result would come from using amplified telephones in those three different schools and then evaluating their achievements as compared to schools that taught foreign languages on the campus. I do not know if we could locate somebody in Portuguese or not, to say, teach these three schools Portuguese. I think we might get into some administrative difficulty there. This may be a possibility in as much as these five states are represented by the Western States Small Schools. Perhaps there are funds available for this kind of innovative experimentation.

Miss Duhon: It sounds like a good idea. The only difficulty there might be is administrative follow-up or having a minimum of materials to use.

Mr. Anderson: That is right. I do not believe they supply text materials, etc., although they do provide all of the possibilities for inservice training, excursions, outings, or anything of softwear nature. They do not get into hardware. They have to dig up hardware from somewhere else. I think they will even pay telephone rentals and some of these things.

Dr. Campa: Are you familiar with the material put out by the Embassy in Washington? I usually get their weekly report, with a lot of interesting pictures and information on Portugal. It is called News from Portugal, I believe. You can get it by simply being placed on the mailing list in the Embassy in Washington, D.C. They also will send you some books from time to time. I get a lot of useful free material from them.

Mr. Anderson: The Pan American Union also periodically puts out a bibliography on new publications, records, and tape recordings. I am on a U. S. Government mailing list and all publications that come out, anything from how to cook fish to what-have-you, is on the list. From time to time they have area studies on language books, and I have received a number of those. There is a series on languages and so on in area studies. For fifteen or twenty cents you can get an area study or outline of different countries. These include such topics as geography, sociological makeup of the people, population, sources of income, languages they speak, literacy rate, etc. It is a small document.

Dr. Campa: I get a lot of material from Brazil. I am on the government's mailing list, and I started out when I joined the Folklore Socioty of Brazil. They send a lot of materials your way once you get connected with the country itself. It is better than the Embassy.

Mr. Anderson: Pan American Airlines should have some materials.

Dr. Brown: They do. The Brazilian American Cultural Institute has a Bulletin.

Dr. Campa: USIS in Washington can give you the list of the institutes. Well I think that the discussion here has initiated a lot of thinking on the various matters, ways and means, what to do and what not to do, and so on.

S E M I N A R IX

New York

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Professor Afrânio Coutinho

(Dr. Ernesto Guerra Da Cal, City University of New York, Queens College)

Dr. Fernández: I am going to begin directly with teacher exchange with Brazil and study in Brazil. Professor Coutinho, who has to leave early, has a statement he would like to make in regard to this point.

Dr. Coutinho: When the Ambassador of Brazil spoke to us, he said that in Brazil they would be interested in having a Fellow from the United States, if he had started his Portuguese on the high school level. It would be for a year for studying in Brazil and improving his Portuguese. As soon as the Ambassador and I get to Brazil, we shall get together with the government so that we can work out an arrangement between our faculty and universities in the United States.

Mrs. Sá Pereira: May I ask you a question? You said he would have had to begin his Portuguese in high school, and he would work on his M.A. in Brazil. He would have to be a college graduate?

Dr. Coutinho: That is correct. He would do post-graduate work in Brazil.

Dr. Castagnaro: Professor Coutinho, could you tell us through whom or through what organization this fellowship would be offered?

Dr. Coutinho: As yet, we do not know what the channel would be. It will certainly be through the Embassy or directly through the University of Brazil in Rio. The matter will have to be decided later.

Dr. Fernández: It might also be that by that time we would have a central Portuguese organization in this country, like a clearing house. That would certainly simplify procedures in matters like this.

Dr. Coutinho: That idea to have a center in the United States to direct the interchange of personnel between Brazil and the United States is already being considered.

Dr. Fernández: I would like to clear up one point. Is it absolutely necessary that the student have begun his Portuguese in high school to be eligible for the grant?

Dr. Coutinho: That is the idea: to stimulate the interest in Portuguese, beginning in high school. The student is stimulated by the thought that in three or four years he can go to Brazil.

Dr. Castagnaro: If I may add something, this is obviously important. This ties in with the purpose of the entire Conference which is to stimulate the study of Portuguese in the high schools.

Mrs. Sá Pereira: I think that the idea of beginning in high school is an excellent one because the student would have had two, three, or four years of high school Portuguese before the four years in college, and would be much more proficient in the language. Furthermore, in Brazil he would be studying with Brazilian students, and high proficiency in Portuguese would be necessary.

Dr. Coutinho: There is another point that I think is important. If the student had not started his Portuguese in high school, he would have started another language; and it would be difficult for him to leave this language and start Portuguese in college.

Dr. Fernández: I know that we are all looking forward to exchanges, but one of the difficulties is that we never know what is available and how one proceeds. It is always a complicated matter. Point 3 is a list of high schools now offering Portuguese language courses. Does anybody know of a high school in the state of New York that is presently offering Portuguese? No? Evidently there are none.

Mrs. Sá Pereira: I would like to say that in 1942 at Lincoln School in New York City, which at the time was an experimental school or teacher's college, we had twenty-five students coming after classes to take Portuguese. After two years, it was proved that they could do exceedingly well. At that time it was also being taught at Evander Childs High School and at Central Commercial High School. I was the teacher at Central Commercial; and a Brazilian who was here at the time taught the course at Evander Childs, not a regular course, more or less an extra course.

Dr. Fernández: Do you recall the materials you used at that time?

Mrs. Sá Pereira: For the experimental course in the Lincoln School we began with a summer course, and there was great competition between Spanish and Portuguese at the time. When the students registered, we had two for Portuguese and twenty-five for Spanish. But I had an idea--it was sponsored through the Rockefeller Foundation through Mr. William Berrien, who was quite a linguist--of bringing a Brazilian pianist to help with the music and folklore parts. At the end of the first week, the Spanish had one student; and we had all the rest, twenty-six. All the students came from different high schools, several from the Bronx High School of Science. The course was given for three or four years with about twenty-five to twenty-six students during the summer. Then we had a course after school hours for two or three years. I think the years were '44, '45, and '46. The summer course started in '43. It was taught from '43 to '48 at Lincoln. In 1946, we had a regular course in Portuguese at Central Commercial High School with about thirty to thirty-five students. It was taught for two years until I left for the United Nations.

In 1947, I believe, there was another course taught at Evander Childs by a Brazilian. It was not a regular course, but rather an auxiliary course. I do not know how many students participated.

I prepared each day's lesson in mimeograph form; and in order to give some strong competition to Spanish and to try to interest the students, I endeavored to keep it very modernized. I always gave a little grammar because the students were very intelligent. They would request "whys," so I introduced them to a lot of vocabulary. I finished my classes by reading to them a Brazilian folk song, explaining it, and making them repeat after me. Then they would sing with the teacher. This gave quite a lift to the course. We sang Brazilian folk songs, introduced Brazilian dances, and even went to a Brazilian restaurant. We tried to make it as lively as possible. I tried to give very practical materials--about the house, the family, etc. One girl told me that after three years of French she still did not know as much French as she did Portuguese.

Dr. Fernández: Could you give us an idea of how you conducted an average class?

Mrs. Sá Pereira: I used the multiple approach as far as possible, close to direct methods. I never said one word of English unless there was a grammatical point to which I needed to refer. The students reacted very well. I read to them from a prepared text which they had not seen, and they repeated what I read. Then we had a question period. I would ask them about what they had repeated, and they would have to answer me in Portuguese. It was amazing how they would understand. The pronunciation used was the Carioca of Rio de Janeiro. Some had a little difficulty with palatalization, but not much. I tried to keep conversation natural at all times. They were wonderful students and did exceedingly well. I prepared drills on points of grammar, articles, plurals, etc., questions and answers, and complete sentences. By the end they could write compositions in Portuguese. They could read simple material and Brazilian newspapers by the end of the ten weeks. I had only one senior; they were mostly juniors, with some freshmen.

Dr. Fernández: This shows something that was done on the high school level.

Mrs. Sá Pereira: And they were not seniors.

NOTE: Dr. Herman B. Slutzkin conducted extra-curricular courses at the Bronx High School of Science in 1942 and 1947. These were club-like activities for advanced students of Spanish. One course was a general introduction to Portuguese, using First Brazilian Grammar by E. B. Williams. The other was a reading course, using Anedotas Fáceis by D. Lee Hamilton and Ned Carey Fahs, published by Oxford University Press in 1942 (Oxford Rapid Reading Portuguese Texts). There were twelve to fifteen students in each course. In 1947, he gave a demonstration lesson before the New York chapter of the AATSP. Dr. Slutzkin believes that there was a Portuguese course at Washington Irving Evening High School in the forties, but this school has not answered our inquiries.)

Dr. Fernández: On the basis of your experience, what do you think a high school course should do now? What materials do you think we ought to have in a high school course? What methods? This is Point 1 of our agenda.

Mrs. Sá Pereira: I am not familiar with the materials now prepared for high schools. I think new materials should be developed for them along the lines that I more or less described, very practical but giving the students some basic notions of grammar, drills, readings, questions, and also giving them plenty of opportunity to talk.

Miss Longland: The New England people tell me that there is such material produced in Portugal that they are using, but that it is not edited in accordance with the needs of American high school teachers. Therefore, there is much room for improvement.

Miss Miguéis: I was told that the New England teachers brought over a quantity of books from Portugal for use in the high schools, because they do have a number of high school courses in New England; but these books were rejected, primarily because of the heavy stress on patriotic and religious subjects.

Dr. Fernández: You also have the fact that there is a certain vocabulary that would be natural to Portugal but not here. I believe that at first you have to get children to talk about things that are known to them and that they would usually talk about anyway. They cannot talk very well about what they do not understand. You do need a certain amount of editing so that the material in the book is within the realm of their experience.

Miss Longland: One of the New England teachers said he is using college material very successfully. I do not remember which one.

Dr. Fernández: So, as far as we know, no high school in New York is at present giving Portuguese. But we have had it previously, and we now know something about how it was taught. Now, we need a list of materials now being used in colleges and universities, with any recommendations.

Dr. Castagnaro: I can tell you the materials which I have used at New York University since the spring of 1964. I have used several, alternating them and constantly enlarging the materials employed. When I first began, I used the grammar of Senhora de Sá Pereira as a reference, because this was the second semester of the intensive course. In that course, we used A Vida Brasileira by Rossi as content material to be discussed and as a basis for written and oral exercises. We used some magazines published in Brazil, like Visão and O Cruzeiro. As a final challenge, we used a play of Dias Gomes, O Pagador de Promessas, which we discussed very deeply from all points of view and which constituted the basis of the final examination. In the three fall sessions that I have taught, I have used either the Sá Pereira grammar or one of two new textbooks which have been published in the last few years. One was the Oral Brazilian Portuguese by Hoge and Lunardini. Then, in the following year, we used Português Para Principiantes by Claude Leroy. The last time I gave that first-semester course we went back to the grammar of Sá Pereira. These three books were the basic grammar texts used in the first semester. I might add that we covered a year's work in one semester.

In the second semester, we used either A Vida Brasileira, which I mentioned before, and/or some of the current magazines coming from Brazil. Last semester we were fortunate to have a recently published book of five plays put out by Appleton and edited by Professor Martins and Professor Menton. It contains five plays of which I found three particularly suitable. We used these and discussed them very thoroughly, never failing to also use current materials like magazines. We had a lot of writing exercises and a lot of oral discussion of the points in these materials. I always had the students write a theme whenever we finished a topic or an act of a play. It is pertinent to mention that we also had a Peace Corps program during the summer and fall of 1965. In that course we used the Oral Brazilian Portuguese by Hoge and Lunardini. The materials used in the lab consisted mostly of materials prepared by Professor Fernández, some of them prepared while he was at the United States Naval Academy. We use tapes for about 40 per cent of the actual number of hours assigned to each course. Another collection of materials which I forgot to mention was also used three times. It is Seleções Portuguêsas e Brasileiras, which consisted of eight short stories by Portuguese and Brazilian writers. They are also used as reading and discussion material in the second semester.

Dr. Fernández: Please give us recommendations on the materials you have used.

Dr. Castagnaro: Ideally, we would incorporate some of the materials from each of these books into a new textbook. We would continue to use some of the tapes we have and make some new ones. We would seek a new cultural reader, which I think is the greatest lack in Portuguese I in the United States. Padre Rossi has written a very admirable book, but I think it is insufficient for our purposes.

My recommendations would be for an ideal cultural reader containing selections from some of the best Brazilian, Portuguese, and North American writers on the history, culture, language, psychology, anthropology, and sociology of the Luso-Brazilian world.

Dr. Fernández: I shall continue with New York University. When I went there in 1961 as Visiting Professor, I gave the intensive elementary Portuguese course for the first time. It had never been given there before. Unfortunately, when I arrived, I found that they had listed about five hours a week of laboratory; but the tapes did not exist. I used Sá Pereira's book, which was most valuable at the time, and proceeded to prepare some anticipatory-response modern drill tapes to use along with the book. We used these materials with my class, which fortunately had a very high percentage of students who were going to Brazil on the Junior Year in Brazil Program. The intensive course was very valuable because they obtained a year of Portuguese in one semester. At the same time we also gave an introduction to Brazilian civilization course, and this also helped prepare them for Brazil. Then we followed it with the intensive, intermediate course. I will vouch for what Professor Castagnaro said: that the book A Vida Brasileira is very good as an introduction to Brazil. It is not particularly interesting but it is very informative. The students learned a tremendous amount. When they came back from Brazil, they told me how well prepared they had been. I had used sentences based on Brazilian culture and they had remembered them. However, the book is quite old and the instructor must bring it up to date. If he does, it can serve the purpose. If we could get a good, solid, interesting cultural reader, we could certainly use it. Most of the materials I have used were already mentioned, so I do not think I need comment on them.

The intensive course is basically six hours a week of classroom and four hours of lab, which we divided as the years went on into laboratory and native informant, two hours of lab and two hours of native informant. The latter is a Brazilian assistant. Now we use the informant even more in the second year. He can have them for three hours if he wants, with only one hour in the lab.

I have also taught the introduction to Brazilian civilization course. There is really no one text used here. We used Gilberto Freyre's New World in the Tropics. At first this course was open only to our students of Portuguese and was given in Portuguese. Later it was given in English and opened to area students. We used New World in the Tropics and had the students read various books in the library according to their interests, for example, the studies made by Charles Wagley and Marvin Harris. In literature, for those who did not read Portuguese, we would recommend translations; for those who did, we would recommend the originals.

For undergraduates we have always had at least one course on the third-year level. This course has varied. On the elementary and intermediate levels we have had intensive and regular courses. Last year we tried only the intensive and did not give the regular course. The third-year courses vary from year to year. They are usually literature courses. We have also had an introduction to Portuguese civilization course. We cannot offer many courses at the same time, as we do not have that many students. We have had courses on great Portuguese prose writers, great Brazilian prose writers, history of Brazilian literature, history of Portuguese literature, contemporary Brazilian literature, Machado de Assis, and a few others.

Mrs. Sá Pereira: I would like to say something at this point, for my main teaching experience was not really in high school. In 1943 I was requested by Barnard College of Columbia University to offer a Portuguese course on an exploratory basis. There was no certainty that students would be interested. So I began with Portuguese I in September, 1943, with fifteen students. Some had had Spanish but most had not. They were students who were majoring in anthropology, art, and other subjects and were interested in Brazil. It was through the group that I began to develop the book which I published later, Brazilian Portuguese Grammar. We had fifteen students and I never lost one of them. We continued together for four years, and each year we would have more students. In 1948, when I left, they had a request for two classes of Portuguese I instead of one. The Rockefeller Foundation distributed my text in mimeographed form to twenty American universities. They used it one year and then sent me their comments. These comments by American professors were extremely helpful to me, a Brazilian. Among the best comments were those sent by Professor Zeitlin of the University of California at Los Angeles. He had used the book with forty-five students. So I believe that with the right approach you can have four years of Portuguese with undergraduates.

Dr. Fernández: I am going to comment very briefy on some of the other books we used. The Oral Brazilian Portuguese which we used in the Peace Corps program was really designed for a program of that sort, for an oral approach. Our experience was that it is not sufficient for developing reading ability. The authors indicate that it can be used in conjunction with other materials. It is a very good book for an oral approach; but then you have to supplement it with reading and cultural materials, as the book is based on dialogues. Another thing about it is that it is a book the teacher can use as an aid. If you have a basic text that you want to use, you can still also use the Oral Brazilian Portuguese for certain drills that you give the student. As a matter of fact, Mrs. Greenfield, who is teaching at Stony Brook, is using the book for oral drills. She was able to get only one copy of it.

The Leroy book, Português Para Principiantes, combines grammar and reading selections. We have not used the new books yet, the Modern Portuguese (MLA) or the Abreu book, so we cannot comment on them.

We have an advanced oral Portuguese and phonetics course which I also pioneered. This is a graduate course open to qualified undergraduates, usually seniors. After a year or two, I also opened it to Spanish majors who were fluent in Spanish, even though they had never had any Portuguese. Then I modified the course. One year the highest grade was made by a Spanish student who had never had any Portuguese before. I try to do two things with this course. I try to make a phonetic study of Portuguese and I try to go into the main pronunciations: the Peninsular, the Paulista, and the Carioca. If they learn these three they are in a good position whether they go to Brazil, to Portugal, or into teaching. I give them advanced grammar; and for this I use the Rossi grammar, Portuguese: the Language of Brazil. This was meant to be an elementary textbook but is rather difficult to use as such. It is excellent as a reference or as an advanced book. It has a very useful reference section in the back.

If I have Spanish majors who have never had Portuguese, then I do the grammar first, very rapidly, several chapters a week. Then we go into

phonetics. At the same time, we are also studying advanced points of grammar. We do not bother too much with things that are much the same in the two languages, such as the use of the imperfect; but when we get to the personal infinitive and the future subjunctive, we go into those things. The students spend two hours a week in the language laboratory. I have special tapes recorded by natives. We start off with the Paulista pronunciation, which is simple; and they get a basic grounding in Portuguese. We start off with all the sounds recorded by a Paulista.

Mrs. Sá Pereira: I hope the Paulista came from the capital and not from the interior.

Dr. Fernández: Yes, he was from the city of São Paulo. The students have a little form that I give them, and they make a phonetic transcription where they reproduce all these sounds. I have certain passages that are read by Paulistas. When we finish that unit, every one of the students has to read one of these passages as if he or she were a Paulista. Then we do the same thing with the Carioca pronunciation with phonetic transcriptions and study of passages recorded by natives of Rio de Janeiro. Then we have the final unit, the Peninsular, the most difficult, and they do the same thing. All along, we study advanced grammar. Then in the second semester we use a contemporary Brazilian book for oral discussion, and we take an American play and translate it into Portuguese. This really puts everything together. We have done such plays as Our Town and Waiting for Godot.

We have a whole range of graduate courses which I am not going to discuss. They cover all phases of Portuguese and Brazilian literature.

Mrs. Miguéis: My courses at the New School are for adults. My students are anywhere from twenty-five to sixty-five years of age, and our hours are very short, four hours per week. Therefore, we have to choose materials which are interesting. I started out with Professor Edwin B. Williams' Introductory Portuguese Grammar but found it too far removed from modern teaching methods. I tried several other texts and found that G. J. Riccio's Introduction to Brazilian Portuguese came closest to the needs of the adult student at the New School. This book, prepared for students of the United States Naval Academy at Annapolis, teaches language structure in a practical, direct way. For the adult student, the reading and conversation exercises are excellent because they center on subjects of workaday significance and give him a vocabulary of immediate practical value. I also lean heavily on pattern drills. For this I use the Oral Drill in Spanish by O'Connor and Haden, which I adapt as I go along, since we have no equivalent text in Portuguese.

All but a few of my students have a good prior knowledge of Spanish. I utilize this knowledge in teaching them Portuguese, particularly in regard to sentence structure. The main problem is pronunciation. I give them phrases in Spanish which contain typical fundamental differences in the pronunciation of the two languages. I make them say the Spanish sentence, then the Portuguese sentence so they will really see where the differences lie. Drilling on a phrase such as "la casa del joven barón/ a casa do jovem barão," I find immediate progress in the Portuguese pronunciation of the "s" between vowels, the letter "j", and the nasal endings, three of the fundamental differences in the pronunciation of the two languages.

I think all teachers of Portuguese are up against the problem of scarcity of teaching materials. A very useful dual-language elementary reader could have been published a short time ago. It was being prepared by my husband and Dr. Raymond S. Sayers. However, the publishers who at first seemed interested later refused it because the number of Portuguese students being still very limited, the publication would represent a loss to them. (NOTE: Her husband is the Portuguese novelist José Rodrigues Miguéis.)

Another problem for the teacher of Portuguese is the pronunciation of Brazilian Portuguese versus Portuguese of Portugal, and Carioca versus Paulista. In each group I teach, some are interested in Brazil, others in Portugal. I teach what would come closest to the Lisbon-Rio pronunciation. For the rest at the New School, where we have Brazilians and Portuguese studying English, we make arrangements to have them speak to our students. This seems to work out well. I also recommend to my students the Living Language record which has excellent native speech.

I am very much interested in a new method which has been worked out recently: to "retread" Spanish teachers to teach Portuguese.

Dr. Fernández: I think that it is more valid in forming Portuguese teachers than it is in retreading a history teacher to be a Latin American expert. I think it is easier for a good Spanish teacher to become a Portuguese teacher than it is in some other discipline for a person to become a Latin American specialist.

Mrs. Miguéis: I think it is reasonable to expect that in New York City the person who undertakes studying Portuguese at the age of twenty-five has already acquired some knowledge of Spanish. Such students continuously wish to know about basic differences between the language they are studying and the one they have studied, since they have so very much in common. I find myself spending a good deal of time on this. This will be a fundamental factor when we begin the program for training Spanish teachers to teach Portuguese.

Mrs. Sá Pereira: However, are you not afraid that when you have both these you will have neither Spanish nor Portuguese, but rather what we call at the United Nations "hispanoguês"?

Mrs. Miguéis: No, at least not as I see it at the New School. Perhaps this is because the students are very determined to learn Portuguese. By becoming aware of the differences they learn to keep the two languages separate to an amazing degree.

Dr. Fernández: My point is quite different. I think that you are much better off if you stay in one "ambiente." In other words, I do not mind speaking Spanish continuously or speaking Portuguese continuously, or even French; but what is disconcerting, and can make one almost a mental wreck, is to have one person speaking Spanish, one speaking Portuguese, and another speaking French, and you in the middle trying to speak all three because you are not in any one "ambiente."

Mrs. Miguéis: Perhaps I gave you the wrong impression. I do not mean to say that we speak a sentence in Spanish and say, "Now, how is this in Portuguese?" My point is that the students seem to want to learn Portuguese on the basis of what they have learned before. I am interested in utilizing the languages which they already know in making the transition to Portuguese.

Dr. Fernández: This is a very natural technique, to go from the known to unknown, as long as it is done correctly.

Mrs. Miguéis: We are dealing with very intelligent and practical people: teachers, artists, architects, etc. They do not want any nonsense. They do not want any of this "Here-is-an-apple-and-this-is-a-pencil" type of material.

Dr. Castagnaro: The thing that Mrs. Miguéis is pointing out is that anyone who studies Portuguese does so because he is especially interested in it. The desire here is stronger than it is in the average case of those studying another language.

Mrs. Miguéis: I should like to mention this: my course entitles the student to four points of credit. But the majority do not go for credit. They go because they need to learn the language. Our hours are very limited, and we are not allowed to teach more than two courses in Portuguese. These students want more, and thus they continue their studies on the outside. For example, our friend Jean Longland has lent us her apartment so ten students can carry on conversation classes.

Mrs. Sá Pereira: We had a similar situation at Barnard College, with the students coming together twice a week, after classes, just for conversation practice.

Dr. Fernández: I would like to say that there are some schools--I believe the University of New Mexico is one--where they have a Portuguese course that is open only to students who have had two years of Spanish. With this type of background the students can progress very rapidly. However, often we have a class made up of students with varying preparations. This happens in our informant's class, which is given with no credit. Some students have had Spanish, others have not. Some may have lived in a foreign country, others may not have studied any foreign language. Here you do not have a common background, and this complicates the problem.

Dr. Castagnaro: I would like to add something about teaching materials. In the intensive course about which I spoke a few minutes ago, I managed each term to include two extra classes which included special materials. One class consisted of listening to Manuel Bandeira, Vinícius de Morais, Drummond de Andrade, and Cecília Meireles reading some of their own poems. I was fortunate enough to get these records in Brazil and brought them back and made a tape of them (see Appendix A, pp.170-171). I give the students the text of these poems the night before so that they are somewhat familiar with the poems when they are exposed to the recital of them. The other class consists of a number of records which tries to be an anthology of Brazilian music beginning with the "Missa de Requiem" of Padre José Maurício Nunes Garcia and ending with the bossa nova. I speak to the students informally about what Brazilian music has been and I give them examples.

Dr. Fernández: This brings up a point which may be interesting to some of you. In the advanced oral Portuguese and phonetics class that I mentioned, when we have covered elements of advanced grammar, phonetics, etc., we now want to be more natural. In the second semester, they listen to tapes that were recorded in Brazil. This is to develop their comprehension. The tapes were made by the Broadcasting Foundation of America. Some were also recorded in Portugal, and I evaluated them for the Office of Education. These include short dramatic selections

and two plays, tapes on science, space, weather reports, sports, medical themes, and historical themes like "Tal Pai, Tal Filho." They are done by different people from different parts of the country. Paulo Autran, for example, a leading Brazilian actor, is heard reading prose and poetry selections. These tapes give the students a chance to listen to normal speech. One has a group of university students discussing a university program; and you hear the "gíria" and other characteristics, repetition of the verb, etc., found in Brazilian speech that you do not see in textbooks. These tapes are then discussed in class. Another thing that I wanted to stress is the giving of oral reports. Even in the first-year course, the students have to give oral reports.

Fortunately, Professor Da Cal has just arrived; and I am going to give him an opportunity to let us know what is done at Queens College in Portuguese--the textbooks used, the courses they have, the methods--and to give us any recommendations he may have.

Dr. Da Cal: I am afraid that my help here will be in other directions because I have not taught undergraduate courses for about six years. The first Portuguese course that I taught at New York University was on my own time. When I became Chairman, I made a requirement that students with Spanish majors had to take at least two semesters of Portuguese, which I believe is advisable for all of us who have any position of strength in Spanish to do. I am going to try to have the Department of Romance Languages at Queens, now that we have a full undergraduate program in Portuguese, require that those taking Portuguese take at least two semesters of Spanish, and vice versa. Spanish majors should have to take a Portuguese minor, and vice versa. However, the undergraduate Portuguese program is mostly under the direction of the Chairman of the Department of Romance Languages. I do not have any official capacity at Queens College related to that program. At Queens I am just a professor of Romance Languages--in both Spanish and Portuguese.

My main connection is with the City University of New York. I am the Executive Officer of the Ph.D. program in Portuguese. Portuguese naturally falls under my entire control because none of the other city colleges have any such program. I am trying to encourage the other colleges to develop undergraduate programs too. We are lucky to have at present a Gulbenkian Lecturer sent to us from Portugal, and he takes care of most of the undergraduate courses.

Dr. Fernández: What can you tell us about textbooks?

Dr. Da Cal: Maria de Lourdes Sá Pereira's text is still widely used; and I am glad, because it is very good. Hills, Ford, and Coutinho is still on the market; and, with all its shortcomings, is still a good text. I think there are a few others. We all know that pedagogical aids in this field need greatly to be improved. The fact that there is not much of a market naturally deters publishers, but I suppose that with the present increase in Portuguese teaching, those of us in the field will have a chance to propose new texts. In the meantime we must do with what we have. Naturally, all of you who are now engaged in actual teaching of language courses are familiar with this.

Dr. Fernández: Now, Professor Da Cal, let me ask you something concerning what we discussed before you arrived. As far as we know, there is no high school in the state of New York now offering Portuguese. Is that correct?

Dr. Da Cal: There is none of which I know. I would like to say something else. As you know, our program is quite catholic in the sense that nobody is more evenly divided between Brazil and Portugal than I am. I do not have any particular ax to grind, but I think all of us should work toward minimizing any frictions between those two parts of this unified culture.

We all know that for obvious reasons the pedagogical tendency has been to overemphasize Brazilian usage. I believe that in the long run this is going to create an unnecessary problem, because by emphasizing "gíria" or by emphasizing extremely regional low-level Brazilian, we may create a gap. Again if we were to emphasize the similar level of the language in Portugal, it would be as with English between Brooklynese and London Cockney. Yet, with any person on the academic level, the problem in English does not exist. The problem is appearing now in the high schools with teachers saying, "What shall I teach, Brazilian or Lisbon Portuguese?" and the ethnic groups in New Bedford saying, "No, we do not want any Brazilian here." And they even stick to their Azorean or Madeiran accent, which would be as objectionable from the continental Portuguese point of view. Which standard should we follow, that of Lisbon or that of Rio? I believe that all of us should aim to teach good standard Portuguese with the least regional shading possible. All of us here claim to use good standard Portuguese; and we do not have any difficulty with those who have been schooled in the Brazilian style by birth, by study or residence, or with those from Portugal.

As some of you in Spanish know, this was a problem twenty-five years ago. For many years Castilian pronunciation was a must, and anyone coming with a good Latin American accent would immediately be labeled as speaking a dialect. We had students who asked us, "What Spanish do you teach, Castilian or South American?" It was all nonsense, based on an imperfect knowledge of the essence and meaning of the language. So we solved the problem by saying, "We are not going to teach you Castilian Spanish or Hispanic American Spanish because you will not learn either one. If you manage to get the message across with a heavy American accent, that is about all you will get. Imitate your teacher's pronunciation the best you can, and you will be speaking good Spanish."

So with Portuguese. Let us try to push for standard Portuguese and not emphasize the Brazilian or the Lusitanian. It is a fallacy to believe that students here have to be partisans. Therefore, all the textbooks that we have should try to steer a middle line, to teach good educated Portuguese, and to let the student eventually decide.

Dr. Fernández: In my classes I let them follow whichever they wish. We let them know the slight differences and that it is not a question of one being better than the other. So they follow that in which they are interested.

Mrs. Sá Periera: One of the important things is to make the student understand that what they have to know is good basic Portuguese. The Brazilian is understood in Portugal and Continental Portuguese is understood in Brazil. Unless the students are very exceptional, they will never be taken for natives.

Dr. Fernández: Now, we need a list of colleges and universities offering Portuguese. (See Appendix B.) We mentioned ours. We also know that Columbia

offers Portuguese. We understand that Fordham is giving it or will next year, and Kenneth Kelly is the person to contact. What other schools in New York are offering Portuguese? Stony Brook of the State University of New York put in Portuguese for the first time this year and will have first and second-year courses next year. Gabriela Greenfield is the instructor there. Here is something that Gilbert Cavaco gave me from Professor Gordon Silber of the State University of New York at Buffalo. He has written that Portuguese 101-102 (Elementary Portuguese) was offered for the first time in 1966-67 and Portuguese 103-104 (Intermediate Portuguese) is to be offered for the first time in 1967-1968. Cornell is offering Portuguese, and Professor Charles Eastlack would be the man to write there. The United States Military Academy at West Point has had a solid program for many years. Mr. Frederick Garcia is in charge there. I have copies of some of the textbook materials that they prepared and use.

If I may go back to Point 4: list of high schools interested in establishing Portuguese courses. Do you know of any high schools that want to put in Portuguese in the New York area?

Dr. Da Cal: I know of one, Bronx High School of Science, where Herman Slutzkin taught Portuguese; and then it was abolished. He took his Ph.D. in Spanish and Portuguese at Columbia. He is willing, and I think he will be instrumental in having that one started. To my knowledge, at present no public high school in New York City offers Portuguese.

Mrs. Miguéis: I have investigated the parochial field. They are definitely interested and are willing to take people who are certified through proficiency tests, which unfortunately do not exist in Portuguese. So there is a field that we are neglecting for lack of proficiency test. (NOTE: She and Kenneth M. Kelly of Fordham University hope to work on a proficiency test which will enable qualified people to teach Portuguese in parochial high schools even though they are not certified as teachers in the public high school system.)

Dr. Da Cal: We do not have graduate record examinations or college qualifying examinations in Portuguese either.

Dr. Fernández: Why not set up a board that would qualify them, since you do not have very many?

Dr. Da Cal: But this is a vicious circle.

Dr. Fernández: True, but eventually examinations will have to be prepared. How about teachers who are interested in becoming prepared to be high school teachers of Portuguese? Any names?

Dr. Da Cal: We have lists made up at three meetings we held. We had members of the board of education there, with great help from Dr. Leo Bernardo, the new man. (NOTE: He is Director of the Bureau of Foreign Languages in the Board of Education of the City of New York.) Emilio Guerra attended the first meeting. We had representation from the State Board of Education, and individual teachers; and at the last meeting we had several chairmen of high school language departments. We learned a lot (See Appendix C).

Dr. Fernández: That is another thing we should get from Professor Silvers: a list of those interested teachers as well as of relevant personnel, administrators, etc.

I think we have already talked about methodologies. Now, let us cover needs for development in United States education, including the expansion of the high school Portuguese program. Furthermore, teacher training in the Portuguese language. In the first place, we know we do not have any NDEA institutes; but we have been able to use NDEA Title VI sometimes in the summer to train people who were interested in becoming Portuguese teachers. Others have come on their own, like Miss Sharkey of Detroit, who came to New York University, studied Portuguese, and went back and taught a course after regular hours. Elaine Earhart of Tennessee came but has not yet had a chance to teach Portuguese in high school. So far this is all we have, but we do hope to have a Portuguese institute some time.

Dr. Da Cal: The catch on the NDEA program is the guarantee that the teacher must teach the course when he returns to his institution. This is the basic difficulty—it is not in the hands of the teacher to decide. You have to convince the P.T.A., the board of education, the principal, and the chairman of the department.

Dr. Fernández: Do any of you know of any summer programs that are specifically geared, or, let us say, that are attempting to be geared to preparing teachers in other languages to become Portuguese teachers?

Dr. Da Cal: We do not have anything so specific as that, but we have had an intensive ten-week course at Queens College for the last three years in which teachers are welcome. Naturally, we get a majority of people trained in Spanish, as is always the case. Let me say that this year in our twenty-five grants for study at the University of Lisbon, a number of them were specifically reserved for high school teacher applicants. We are sending three high school teachers to Lisbon among the group of twenty-five.

Dr. Fernández: That is related to our next point, which we discussed with Professor Coutinho earlier: teacher-exchange. Is there anything on teacher-exchange? How about yours, Professor Da Cal?

Dr. Da Cal: Ours is not an exchange but simply part of the Gulbenkian Chair and Seminar of Portuguese Studies, which provides among other things for the sending here from Portugal of a professor for the graduate program and a lecturer for the undergraduate program. I may, in the near future, develop such an exchange with the Institute of High Culture (Instituto de Alta Cultura) in Portugal. We may also send somebody to Brasília in the social sciences or pure sciences, and get professors of literature from there, or "finalistas," who would come and study, for example, Germanic philology for an M.A. or Ph. D. and give a number of hours to our department. That is the possibility that is open right now, and I am going to deal with it in Lisbon when I get there. (NOTE: "Finalistas" are students in the last year of the M.A. degree.)

Dr. Fernández: Now that is good to have on the record.

Dr. Da Cal: We may have one or two "finalistas" sent to us, and Queens College would give them appointments as instructors and pay them a salary.

They would probably be studying in the English department or in comparative literature, etc., and would be giving a number of hours of teaching to our department. This would be in addition to the Gulbenkian lecturer.

Dr. Fernández: Do you have a Master's degree program for people who want to teach Portuguese in high school?

Dr. Da Cal: We do this year. Officially, Queens College has opened the door for such a program. It already has it in other languages. These people would be accepted to take the Master's program with plans to develop methodology courses in a specific area of education. We are trying to develop a full program for the training of teachers in Portuguese.

Dr. Fernández: This is not set up as such at New York University, but it is possible through the School of Education.

Dr. Da Cal: We have an advantage there in that these people can take the courses free of charge. We are using part of our resources of the chair to give partial grants to high school teachers taking our summer-school, intensive course. This year we are giving seven grants ranging from $200 to $500 to people who otherwise would have to work.

Dr. Fernández: The next point is teacher-placement programs for coordinating teacher-training programs with specific plans by interested high schools to introduce Portuguese language programs. Of course, you, Professor Da Cal, are working on that very actively, the idea being that if you know a high school is interested in offering Portuguese, you are naturally going to work closely with them in preparing the teachers.

Now, university and high school cooperative programs for supplementary Portuguese language courses. We do know that under the NDEA they have accepted high school students for the summer Portuguese courses. We had some at New York University from the New Bedford area. Do you have any university Portuguese courses that high school students can take?

Dr. Da Cal: We do not in the regular academic year, but in the summer we do.

Dr. Fernández: You covered techniques for implementation very well. You certainly have the techniques for implementation. That is wonderful because it can serve as a guide. It is not only what you are doing but also what others could do.

I want to mention briefly a part of this implementation which is preliminary to what Professor Da Cal has just given us. In the academic year 1965-66, there was a preliminary meeting with representatives of our State Department of Education and of language departments, various professors in the New York area, and also high school teachers and other people in the area who got together and started a movement towards getting Portuguese in the high schools. This year a series of meetings has been held, implementing this plan and giving momentum, and as you can see, a plan of organization for doing this, which has just been explained by Professor Da Cal.

Appendix A

PORTUGUESE AND BRAZILIAN LITERARY RECORDINGS
in the collection of

Miss Jean R. Longland
490 West End Ave.
New York 10024

PORTUGUESE

Fernando Pessoa por Jayme Valverde. 33 rpm. (Orfeu AT-508)

Fernando Pessoa por João Villaret. 45 rpm. 2 discs. (Parlophone LMEP 1106, 1107)

Fernando Pessoa por João Villaret. (Some overlap with preceding) 33 rpm. (Parlophone CPMC 7)

Fernando Pessoa pelos Jograis de São Paulo. 33 rpm. (Parlophone CPMC 16)

José Régio por José Régio. 33 rpm. (Orfeu AT-505)

David Mourão-Ferreira diz poemas da sua autoria. 45 rpm. (Decca, A Voz e o Texto. PEP 1001)

Pedro Homem de Melo diz poemas da sua autoria. 45 rpm. (Decca, A Voz e o Texto. PEP 1021)

Manuel da Fonseca diz poemas da sua autoria. 45 rpm. (Decca, A voz e o Texto. PEP 1011)

António Manuel Couto Viana diz poemas da sua autoria. 45 rpm. (Decca, A Voz e o Texto. PEP 1012)

Tomaz Kim diz poemas da sua autoria. 45 rpm. (Decca, A Voz e o Texto.PEP 1009)

Miguel Torga por Miguel Torga. 33 rpm. (Orfeu AT-504)

José Rodrigues Miguéis por José Rodrigues Miguéis: O Anel de Contrabando. 33 rpm. (Orfeu AT-513)

Modern Portuguese poetry read by Dr. José Rodrigues Miguéis (with text in booklet). 33 rpm. (Folkways FL 9915)

PORTUGUESE AND BRAZILIAN

João Villaret no São Luís. 33 rpm. 2 discs. (Parlophone CPMC 12, 13)

BRAZILIAN

Poesia de Carlos Drummond de Andrade apresentada pelo autor e na interpretação de Paulo Autran. 45 rpm. (Gravadora do Autor. GA 3002)

Carlos Drummond de Andrade. 45 rpm. (Festa FP-7002)

Poesia de Manuel Bandeira apresentada pelo autor e na interpretação de Paulo Autran. (Gravadora do Autor. GA 3001)

Gilberto Amado e Rosalina Coelho Lisboa. 33 rpm. (Festa LPP 012)

Olegário Mariano e Álvaro Moreyra. 33 rpm. (Festa LPP 005)

Menotti del Picchia e Emílio Moura. 33 rpm. (Festa LPP 007)

Sadi Cabral Apresenta Poemas de Luiz Peixoto. 33 rpm. (Sinter SLP-1076)

João Villaret: Poesia brasileira - antologia. 33 rpm. (Festa LPI 1006)

Moderna poesia brasileira: Jograis de São Paulo. 33 rpm. (Festa LPFD 1001)

Canto de amor à Bahia e Quatro acalantos de Gabriela, cravo e canela de Jorge Amado na interpretação do autor. 33 rpm. (Festa. no number)

Poesia de sempre na voz de Paulo Autran. 33 rpm. (Festa LPI 1002)

As mãos de Eurídice de Pedro Bloch na interpretação de Rodolfo Mayer. 33 rpm. ? discs. (Festa. no number)

Vinícius de Morais e Paulo Mendes Campos. 33 rpm. (Festa LPP 002)

Modern Brazilian poetry read by Professor Cassiano Nunes (with text in booklet). 33 rpm. (Folkways FL 9914)

Menotti del Picchia, Cassiano Ricardo. 33 rpm. (Discos RGE. XRLP 200002)

Poemas brasileiros pelos Jograis de São Paulo. 33 rpm. (Parlophone CPMC 17)

"Do tamanho de um defunto," peça em um ato de Millor Fernandes gravada pelo elenco original. Narrador: Luís Jatoba. 33 rpm. (Festa LPT 2002)

Machado de Assis (poesia e prosa). Intérpretes: Margarida Rey, Tónia Carreiro, César Ladeira, Paulo Autran. 33 rpm. (Festa LPA 3002)

Antologia falada do conto brasileiro na voz de Luís Jatoba e Paulo Autran, volume 1. 33 rpm. (Festa. no number)

Bilac em hi-fi: poemas e sonetos de Olavo Bilac/read by Roberto Faissal. 33 rpm. (Hi-fi 2007)

Augusto Frederico Schmidt e Abgar Renault. 33 rpm. (Festa? LPP 003)

Murilo Mendes e João Cabral de Melo Neto. 33 rpm. (Festa LPP 010)

Guilherme de Almeida e Onestaldo de Pennafort. 33 rpm. (Festa LPP 004)

Poemas do meu sertão, com Waldomiro Lobo. 33 rpm. (Continental LPP 49)

APPENDIX B

PORTUGUESE-LANGUAGE COURSES GIVEN IN COLLEGES OF NEW YORK STATE

1967-1968

(7 colleges in New York City, 4 elsewhere in the state)

BUFFALO

State University of New York at Buffalo: College of Arts and Sciences:
Elementary (1 year): 16 students
Materials: Modern Portuguese (MLA); in second semester will probably add Spoken Portuguese by Kany and Pinheiro
Intermediate (1 year): 6 students, 1 auditor
Materials: Brazilian Portuguese Grammar by Maria de Lourdes Sá Pereira, Teatro Brasileiro Contemporâneo edited by Wilson Martins and Seymour Menton

Instructor: Kenneth Rasmussen
Comment: "We are using Modern Portuguese (PLDG, Austin, Texas), which I find a distinct improvement over last year's Hoge and Lunardini text. In general, I am happy with the text. I think the major defects have to do with layout and format (a defect inherent partly in the type of printing of any trial edition). Also, though the dialogues are excellent, they need to be better coordinated with grammatical content. Preterite tense form foi, direct and indirect object pronouns, and subjunctive occur in early chapters of the book, and probably make the text fall short of MLA standards for their modern language textbooks." On the students in the intermediate class: "Not all of these are carry-overs from first year Portuguese; but some are former residents of Brazil, American Field Service exchange students, and Peace Corps 'returnees' (one of each). All but one (a native Spanish speaker) have spent some time in Brazil, and so we have been able to accomplish what would otherwise be accomplished only at a third (or later) year level. Besides the two official texts, we are using readings from novels, plays, and short stories. Already this year these students have done one of the plays in Martins and Menton, and have read a novel, play, or short stories (including Taunay's Inocência, Monteiro Lobato's volume of short stories, Urupês, Graciliano Ramos' São Bernardo, Lins do Rêgo's Menino de Engenho, Miguel Torga's Terra Firme, and Rachel de Queiroz' Lampião). Next semester, Machado de Assis' Dom Casmurro, Erico Veríssimo's Gato Prêto em Campo de Neve, and a Northeastern novelist's works will be used.

"We are an hour and a half from (probably) the largest concentration of Portuguese speakers in North America--the Augusta Street area of Toronto. Last year we went as a class. . ., and this year both elementary and intermediate classes are insisting on the trip. Last year we also went as a group to hear Roberto Burle Marx lecture in Toronto. We had a weekly cafeteria-language table during second semester to which we invited native Brazilians on campus. Though the 'major' languages also had language tables, most of the time we had the largest crowd at the Portuguese table. A couple of gourmets in the class have brought back Brazilian foods so that we have been able to saborear feijoada, vatapá, angu, pinga, goiabada, and guaraná. Such things are easier to accomplish with small classes. I am certain, though, that

our enrollment is going to grow. If not next year, for the following year I am going to insist on the introduction of a literature survey course.

"Within a year I will have completed my Doctorate (Wisconsin) and will be seriously concerned with doing something on a high school level. Last year I talked with several people here about such a program and I am confident it can be started."

ITHACA

Cornell University: College of Arts and Sciences

Elementary (1 year): 3 students
Materials: Modern Portuguese I-II (MLA; supplementary material on tapes, supplementary readings)

Elementary for those qualified in other Romance languages (1 year): 14 students
Materials: as above

Composition and conversation, with emphasis on speaking and understanding speech (1 year): 2 students
Materials: in the absence of a suitable intermediate textbook, various materials, including tapes, such readings as Contos do Brasil edited by Hamilton and Fahs, and Teatro Brasileiro Contemporâneo edited by Wilson Martins and Seymour Menton; and books published for Brazilian readers, such as Quandrante No. 1, published by Editôra do Autor; this year with students poorly prepared, Português Contemporâneo II by Rameh and Abreu as a remedial textbook (would not be the normal procedure).

Advanced composition and conversation (1 year): 2 students
Materials: increased opportunities for free conversation, composition, improvisation, etc.

Advanced readings, a tutorial course for graduate students (1 year): 1 student
Materials: texts in the field of the student's specialization
Instructors: Charles L. Eastlack, Luís Eduardo Taves

NEW YORK CITY

City University of New York: Brooklyn College (listed in Cavaco's)
No course given this year

City University of New York: City College
Elementary (1 year): 7 students
Materials: Introductory Portuguese Grammar by Edwin B. Williams, Spoken Portuguese by Kany and Pinheiro; audio-visual materials
Instructor: 1st semester, Roy Cravzow, 2nd semester, William E. Colford

City University of New York: Queens College (in Flushing), College of Liberal Arts and Sciences
Elementary (1 year)
Materials: Brazilian Portuguese Grammar by Maria de Lourdes Sá Pereira; Listen and Learn tapes
Instructor: Kenneth Ritchie

Intermediate, including both grammar and literature (1 year)
Materials: Selecta Literária, Textos Literários do Século XXI, and teacher himself also uses Brazilian Portuguese Grammar by Maria de Lourdes Sá Pereira and Spoken Portuguese by Hall
Instructor: Neil Miller

School of General Studies
Elementary (1 year)
Materials: Português Contemporâneo by Maria Isabel Abreu and its tapes
Instructor: Gerald Scharfman

Columbia University: Columbia College, Barnard College, and School of General Studies combine in giving
Elementary (1 year): 2 sections
Materials: Brazilian Portuguese Grammar by Maria de Lourdes Sá Pereira; Português Contemporâneo by Maria Isabel Abreu and its tapes

Intermediate (1 year): 1 section
Materials: first semester: Brazilian Portuguese Grammar by Maria de Lourdes Sá Pereira, Contos do Brasil, edited by Hamilton and Fahs; second semester: to be selected
Instructors: Jacqueline Boone, Maria Luisa Waterman
Comment: In the summer of 1967 an intensive course was given by Gregory Rabassa to 10 students.

Fordham University
Elementary (1 year): 2 sections
Materials: Modern Portuguese (MLA) and its tapes
Instructor: Kenneth M. Kelly
Comment: Interest in this course will probably result in the giving of an intermediate course in 1968-1969.

New School of Social Research
Intensive (fall semester; repeated in spring semester)
Materials: Introduction to Brazilian Portuguese by G. J. Riccio (published by the United States Naval Academy), Essential Portuguese Grammar by Alexandre de Rocha Prista (Dover Publications); visits by native speakers to demonstrate variations of pronunciation
Instructor: Camila C. Miguéis
Comment: See discussion section

New York University: Washington Square College of Arts and Sciences
Intensive (1 year): 15 students
Materials: Brazilian Portuguese Grammar by Maria de Lourdes Sá Pereira and its tapes; conversation with Brazilians
Instructor: Maria de Lourdes Sá Pereira
Graduate School of Arts and Sciences

Advanced, including phonetics, composition, comparative grammar, and conversation (1 year): 15 students
Materials: Contos by Machado de Assis, O Primo Basílio and Contos by Eça de Queiroz, Gato Prêto em Campo de Neve by Érico Veríssimo, "Manuelzão de Miguilim" by João Guimarães Rosa, Angústia by Graciliano Ramos

Instructor: Maria de Lourdes Sá Pereira
School of Continuing Education and Extension Services
Elementary (1 year)
Materials: Conversational Portuguese in Thirty-Six Lessons by Cézar Yázigi
Instructor: Cézar Yázigi

St. Francis College (in Brooklyn)
Elementary (1 year): 7 students
Materials: Modern Portuguese (MLA) and its tapes
Instructor: John Allegra

ROCHESTER

University of Rochester (listed in Cavaco's)
No course given this year

STONY BROOK

State University of New York at Stony Brook
Elementary (1 year): 10 students, 1 auditor
Materials: Português para Principiantes by Claude Leroy and its tapes with teacher herself using Brazilian Portuguese Grammar by Maria de Lourdes Sá Pereira

Intermediate (1 year): 4 students, 1 auditor
Materials: A Vida Brasileira by Rossi, Contos do Brasil edited by Hamilton and Fahs, Teatro Brasileiro Contemporâneo edited by Wilson Martins and Seymour Menton
Instructor: Gabriela Greenfield

WEST POINT

United States Military Academy
Basic course (2 years)
Materials: written by the Academy staff and printed by the Academy

Portuguese language through literature (1 year following the basic course)
Materials: Maravilhas do Conto Moderno Brasileiro, Teatro Brasileiro Contemporâneo edited by Wilson Martins and Seymour Menton, Presença da Literatura Brasileira edited by Antônio Cândido and J. Aderaldo Castello (São Paulo, 1964), other texts

Individual reading and research projects (1 year following the preceding course)
Instructors: Major E. F. Grubbs, Jr., Major M. L. Thomas, Major A. J. de Lima Câmara (Brazilian Army), Professor F. R. C. Garcia
Comment: All cadets are required to study a foreign language for two years

APPENDIX C

Minutes of the Second Meeting on High School Portuguese
Held at Queens College
March 1, 1967

Introducing the Study of Portuguese Language into the
New York City High Schools

A meeting to discuss the introduction of Portuguese into the New York City High Schools and the surrounding areas and the recruitment and training of teachers, was held at the Social Sciences Building, Room 351, at Queens College on March 1, 1967.

The meeting began at 3:50 p.m. after refreshments were served. Professor Sayers of Queens College, who presided over the meeting, introduced Dr. Leo Bernardo, Director of the Bureau of Foreign Languages in the Board of Education of the City of New York; Mr. Paul Glaude, Chief Supervisor of Foreign Language Instruction in the State Education Department; and Dr. Robert W. Hartle, Dean of Faculty of Queens College. Among those present at this meeting were Professor Ernesto Da Cal of Queens, Mr. Don Peretz of the State Education Department, Dr. Herman B. Slutzkin, Chairman of Foreign Languages at the Bronx High School of Science, Mrs. Camila Migueis of the New School for Social Research, Professor Martin Nozick, Chairman of the Department of Romance and Slavic Languages at Queens, and Professors Jack R[illegible]s and Dorothy Gray of the Department of Education of Queens College. After welcoming us on behalf of President McMurray, Dean Hartle, the first speaker, told us about his trip to Lisbon and of the Instituto de Alta Cultura. Dean Hartle remarked that "with the arrival of Professor Da Cal, Queens College has made a strong commitment to teach Luso-Brazilian literature." He went on to say that the College is fully behind this program; and if the College can help in any way, it will do so.

Professor Sayers then introduced Professor Ernesto Da Cal, the head of the Ph.D program in Portuguese Language and Luso-Brazilian Literature at Queens College, who said that Portuguese as a field of study "came to attain validity only very recently," despite the fact that it is the official language of a vast portion of South America, as well as large parts of Africa, Europe and Asia. "The speakers of Portuguese will soon outnumber those of Spanish," stated Professor Da Cal, who also added that, from the cultural point of view, Portuguese has shown great vigor. "We should make every effort to make the study of the Portuguese language available to high school students. Each one of us has to be imbued with the missionary spirit to act." Two and one half years ago a Ph.D. program in Portuguese was started at the City University with the help of Portugal's Gulbenkian Foundation. Queens College has an enrollment of fifty graduate students in Portuguese leading to the Doctorate or Master's degree. "We have twenty-five resident scholarships for summer study in Portugal," added Professor Da Cal. "In September, 1967, we will start a year's study abroad with ten students." Professor Da Cal concluded his remarks by saying that Vanderbilt University is planning a national meeting in June to discuss the topic of introducing Portuguese and furthering its study.

After Professor Da Cal's remarks, Professor Sayers introduced Professor Nozick and mentioned his contributions in encouraging the study of Portuguese. It was pointed out that the study of Portuguese has met with much success not only at Queens College, but also at the Universities of Wisconsin and Texas.

Professor Sayers posed the problem that is now facing the student of Portuguese. He said that Portuguese is studied on the undergraduate and graduate levels in college but that it is not studied in the high schools at all. When a student who has a good background in French or Spanish but not in Portuguese attempts the study of Brazilian economics and Brazilian literature, he is affected by his weak background in this area. Efforts are now being made to remedy this situation. The American, Brazilian, and Portuguese governments and the Gulbenkian Foundation are doing everything possible to encourage the study of Portuguese. Professor Sayers also added that there are not enough qualified teachers of Portuguese to satisfy the demand. All the colleges are introducing Portuguese. It was pointed out that Vanderbilt University began its Brazilian Institute in the late 1940's. It is in an especially strong position to further Portuguese studies. In December, 1966, a meeting was held there to discuss the study of high school Portuguese; and in June, 1967, another meeting will be held to discuss this topic. The University of Texas has also manifested its interest in the problem of Portuguese in the high schools and has prepared materials and sponsored a course in one high school.

To illustrate how the federal government is interested in stimulating the study of Portuguese, Professor Sayers mentioned some of the programs sponsored by the government; here is a partial list:

1) The Experienced Teacher Fellowship Program which leads to a M.A. or M.S. in teaching.
2) NDEA Summer Institutes attended by teachers of Portuguese. (The teacher receives a stipend of $75 per week. Three colleges are planning such an institute for the Summer of 1968. In order for this to become a reality the colleges must offer firm assurance that the teachers taking part will teach Portuguese in 1968).
3) Part-time institutes at some university for teachers who would continue to teach in their schools and would study part-time.
4) Interesting material developed by David Feldman for "retreading" the teachers of Spanish to teach Portuguese. This means that teachers of Spanish would learn Portuguese and then teach it.

Professor Sayers said that Queens College can be more daring in its approach to Portuguese because there are no strings attached to its program. Queens College has the following to offer:

1) Scholarships for summer study in Portugal for teachers of Spanish with some background in Portuguese.
2) Summer scholarships at Queens College for intensive training for teachers with no Portuguese background.
3) An M.S. in Education in Portuguese, free tuition
4) Tuition remission for high school teachers who pursue a Master's or Ph.D. degree in Portuguese.
5) Scholarships at Queens College to satisfy the requirements for one year's residence for the Ph.D. degree in Portuguese
6) Saturday morning classes in intensive Portuguese for high school teachers and students.
7) Week-end institutes in a rural resort in which high school teachers would be given two and one half days of intensive Portuguese language training.
8) Scholarships of one year's duration for teachers who have already studied Portuguese.

Professor Sayers then said, "We agree that Portuguese should be taught in high school and realizing the competition from other languages, we should discuss:
1) To what extent can we count on school boards to introduce Portuguese into the high schools.
2) To what extent will our proposals be introduced into the schools."

The meeting was opened to discussion.

Dr. Slutzkin commented on how he had tried to introduce Portuguese at Francis Lewis High School. The principal had approved of the idea and the pupils were enthusiastic and willing to study it, but Superintendent Hopkins turned the proposal down on the grounds that it would not be maintained. A minimum of fifty pupils was required. Dr. Slutzkin pointed out that perhaps now that they have a new Director, Dr. Leo Bernardo, and have been decentralized, a new attempt should be made to introduce Portuguese into the schools. If such action is not taken, Dr. Slutzkin felt the situation might remain unchanged.

At this point Dr. Bernardo said the proposals advanced thus far were fine except that no provision was made to reach the child or the parent. It was Dr. Bernardo's opinion that the decision as to what language to take was based upon what colleges offer it and to what it will lead. If a language program does not lead to anything it will not be selected. Dr. Bernardo expressed his feelings regarding the Saturday morning classes for high school students. He thought this proposal was good, "It has prestige value, gives entry into a new field." Dr. Bernardo suggested that the district superintendents be invited to meetings to discuss the introduction of Portuguese on the high school level. He said the local school board will not make decisions formerly made by the central board. He went on to say that a program in FLES and in the junior high schools in favored districts such as the Queens College area, Flatbush, and Staten Island should be started. Dr. Bernardo stated that the parents should be fully apprised of the program through a series of talks. We must publicize the program in Portuguese offered at Queens College, and what it leads to.

Mr. Glaude suggested getting a listing of towns and writing to the presidents of their school boards. There is such a list in Handbook Twenty-four, Bureau of Publications in Albany. Mr. Glaude went on to say that the question of ethnic background is being explored in Cape Cod. Mr. Glaude advanced the idea of the Alliance Française. Why not have one in Portuguese? Mr. Glaude also felt that we must get adult interest. He said that this program could be built up over the years since, in his opinion, it was not possible to develop teachers "over the week-end or after a hard day's work." Professor Da Cal pointed out that if high school teachers were sent for two months to Lisbon, "they would be immersed in the language, and then the most promising could be chosen for year scholarships." He also advanced the suggestion that a year's program could eventually be developed for a year or a vacation period.

Mr. Greene asked, "Just how much academic support can we muster for Portuguese?" Professor Da Cal answered by saying, "Portuguese is not an esoteric language. It is a language taught at New York University, Queens, the University of Wisconsin, Texas, The New School, and Columbia University." Professor Da Cal added, "Confront the ignorant and the skeptical with facts: the cultural value and professional opportunities in the study of Portuguese." Mr. Greene added that there was much skepticism. Professor Da Cal suggested sending out a brochure listing the cultural value and professional opportunities to be had as a result of studying Portuguese.

Mr. Greene asked how many undergraduate majors there were in Portuguese at Queens College and what their long-range plans for the future were. The answer was that in addition to fifty graduate majors, there are ten undergraduate majors in Portuguese at Queens College and that they plan to teach Portuguese. To Mr. Greene's question, whether the Vanderbilt Institute program for a summer institute 1967 was being put into effect, the answer was that it is being projected for 1968. Dr. Slutzkin said a brochure goes to the guidance people, and they do not do anything with it. At this point, Dr. Slutzkin directed the group's attention as to how Portuguese might realistically be introduced into the high school; and he suggested introducing it as a second language in the junior and senior year in high school. He mentioned the Queens College area would be a good place to start.

Dr. Bernardo said Columbia University sent instructors to Monroe High School and Seward Park High School to teach Chinese. Their students moved into college with a solid background of Chinese. If Queens College can send out an instructor to provide the instruction of a second language this might be effective. He also added the possibility of a sixth major for a bright student. An after school study center could teach Portuguese. Mr. Greene made the observation that the publication "Why Study Russian" was very effective, and perhaps we could publish something as interesting and as stimulating. Dr. Benardo suggested that the students who are planning to attend Queens College should be located, and these children and their parents should be informed about the advantages of studying Portuguese: "You do not have to worry about lost credits and loss of time; you go right into a solid program at Queens College, etc." Dr. Slutzkin suggested that the language chairmen of the various high schools in Queens be invited to a meeting to discuss this question. He felt if they were made to see the establishment of a program in the high school and its continuity at Queens College, this would be a good start.

Professor Da Cal added that when a person who studies Spanish also studies Portuguese he increases his ability in both. The idea of using Portuguese as a broadening of the Spanish field instead of a new field was proposed.

Mrs. Miguéis said she knows several Brazilians who would like to teach Portuguese and are not permitted to do so because of the New York City requirements. The question was posed: could a proficiency test in Portuguese be developed for teachers from Brazil or Portugal? It was pointed out that Harvard has produced a Portuguese MLA proficiency test.

Dr. Bernardo said that at leading math and science colleges it is a policy to invite gifted high school students to attend classes. Could not Queens College do the same by inviting very gifted children to a beginning class in Portuguese and offering advanced credit? It was again stressed that the language chairmen of the high schools in the Queens College area should be invited to a meeting at which there would be no set program, but rather a general discussion of the problem of Portuguese in secondary schools.

Dr. Sayers expressed the hope that something concrete would come out of this meeting with the high school chairmen. Professor Sayers thanked everyone for coming. The meeting was adjourned at 5:30 p.m.

Respectfully submitted,
Alice Pardal
Francis Lewis High School (Queens)

(Minutes of the first and third meetings are not available)

PORTUGUESE HIGH SCHOOL TEACHERS

Dr. Bernard Bernstein
Martin Van Buren High School
Hillside Avenue and 232 Street
Queens Village
New York 11427

Mr. Keith Baird
63 Sterling Avenue
Brooklyn
New York 14217
(Thomas Jefferson High School, I believe)

Dr. Herman Slutzkin
155 East 55th St.
New York
New York 10022
(Chairman, Dept. of Languages,
Bronx High School of Science)

Mr. Charles Turner
30 Clinton Street
Brooklyn
New York 11201
(I believe Richmond Hill High School
Queens)

Miss June L. Temple
350 Richard Terrace
Staten Island
New York 10301

Mr. Michael G. Rutti
188 Columbus Avenue
New York
New York 10023

Mr. Manuel Rocha
18 No. 22 St.
East Orange
New Jersey 07017
(New Jersey Schools)

Mrs. Maria Elena Carullo
61 White Oak Street
New Rochelle
New York 10802
(New Rochelle Schools)

Mrs. Edith B. Santoni
Long Beach High School
Long Beach
Long Island

Miss Isabella Maria Demasi
94 Union Avenue
New Rochelle
New York 10801
(New Rochelle High School)

Mr. H. Novar
Bronx High School of Science
Bronx High School
Bronx
New York

Mr. George Manely
Assistant Principal
Junior High School, 43 Man.
129 St. and Amsterdam Avenue
New York
New York

S E M I N A R X

Connecticut, Rhode Island, Northeastern Preparatory Schools

CHAIRMAN

Mr. James Teixeira, Middletown High School
Middletown, Rhode Island

SECRETARY

Dr. Klaus Müller-Bergh, Yale University

RESOURCE CONSULTANTS

Mr. Alphonse Almeida, Bristol Senior High School, Rhode Island
Miss Aurelia Faria, Warren Public Schools, Rhode Island
Mr. Nelson Martins, Brown University
Mr. J. Robert Schmitz, Southern Connecticut State College

PARTICIPANTS

Professor Robert Arruda, Massachusetts State College at Bridgewater
Mrs. Robert Vermette, Dartmouth High School, North Dartmouth, Massachusetts

A) Courses, Books and Texts, New Materials.

Mr. Almeida stated that Bristol Senior High School offers eight Portuguese courses with an average of twenty-five pupils per class. Two of the introductory level courses meet twice a week. No books are used until the second semester when the Livro da Primeira Classe is introduced. Starting with the ninth grade, there are three classes of Portuguese I, where the text is Aprendo Português, 1a. Série. Two classes of Portuguese II are taught with Aprendo Português, 2a. Série, and different readers--Rute e Alberto, Contos e Anedotas Brasileiros in the first semester, Fr. Carlo Rossi, Vida Brasileira in the second. There also is a reference grammar by Moffatt and Coutinho, as well as many Portuguese records, the Brazilian magazine O Cruzeiro, the Portuguese magazine O Século, the Portuguese edition of the Reader's Digest--Seleções do Reader's Digest, and a monthly cookbook, Rainha das Cozinheiras, of which, incidentally, the girls in the class are able successfully to take practical advantage of as well. In addition, there is an exposition of artifacts or crafts from the homes of the students. It includes needlework, "goldsmithing," jewelry, woodwork, china, and pottery. Bristol High School has a collection of slides donated by people who have traveled in Portugal. Occasionally films from the state library in Providence, Rhode Island, are shown. Mr. Almeida felt that there was a need for books and texts with tapes for the language laboratory. At the present time he makes his own tapes. Although he usually serves as a model, he sometimes records members of his own family and Brazilian speakers. The tapes are used in connection with the available texts. Bristol Senior High School has a two-way wireless, a thirty-two seat lab which can be carried around by simply bringing the headsets into the classroom. Students go for twenty minutes before every free period. Attendance is voluntary, but teachers recommend students utilize the facilities. Mr. Almeida admitted, though, that very few people went to the lab on their own, because they were afraid of the technical difficulties. There is a notebook which contains recorded materials. It can be used by the entire class, or the student can use it individually, taking it to the library and to his home.

Mrs. Vermette said that there had been a general course in Portuguese at Dartmouth High School since 1953. In 1967, it was included in the college preparatory course for the first time. There are two levels of Portuguese, and the second level is in the general course. The texts are Aprendo Português, 1a. and 2a. Séries, and Edwin B. Williams' An Introductory Portuguese Grammar. The second-year text of Aprendo Português seems to be a little hard for the pupils of the general course. Mrs. Vermette hoped the students in the college course would do better. She also uses a great deal of outside material, such as the Diário de Notícias of New Bedford. The students enjoy reading the paper because they can identify their friends in the frequent articles about the activities of Portuguese high school students. Postcards, records, and any

additional reading matter brought by the teenagers are incorporated into the language program. Mrs. Vermette stressed the need for new texts and audio-lingual materials. Dartmouth High has a twenty-four booth, individually programmed, R.C.A. language lab which is used only once a week by the Portuguese pupils because French students far outnumber them. Although oral work is emphasized both at Dartmouth and Bristol High Schools, the method in use is essentially grammar-translation oriented.

Mr. Teixeira mentioned that since 1966, Middletown High School has offered Portuguese in the curriculum at the eleventh grade. The class has not been taught, however, due to insufficient enrollment. The superintendent has given assurance that when enough students sign up, it will be given. Middletown is committed to the audio-lingual method of language teaching. Spanish and French use the ALM materials, starting in the seventh grade. Presumably Portuguese would be taught much the same way from the eleventh grade on. In the opinion of Mr. Teixeira, recent materials such as the Português Contemporâneo or Modern Portuguese could be adapted to fit high school needs. Portuguese was first started at Middletown as an extra-curricular activity in the afternoons. It was given on a voluntary basis by Mr. Teixeira, with no remuneration. In 1967, an attempt was made to establish the extracurricular activity with the teacher being paid. Portuguese has not met with great success, however, because other traditional programs such as driver education, sports, and school plays have interfered.

A few summers ago Mr. Martins conducted a national survey of elementary and secondary schools which offered the study of Portuguese. A summary of the statistics compiled follows: A total of 1216 students were enrolled in Portuguese language classes in Massachusetts, 1654 in Rhode Island; 60 in Texas, 32 in Virginia, and 18 in Michigan. Mr. Martins also recorded the elementary and secondary schools which had discontinued Portuguese language teaching. Eight of nine institutions reported they could not obtain a qualified person to continue the program. Mr. Martins also took down the names of teachers and other individuals who had expressed a desire to teach high school Portuguese. He made two suggestions to enrich a Portuguese secondary school program. The first had to do with a list issued by the Library of Congress dealing with Spanish and Portuguese translations of English books. It includes James Bond and Tarzan novels, Huckleberry Finn, Tom Sawyer, etc. These publications may be used as supplementary reading, especially in small high school Portuguese libraries. The second suggestion dealt with a lecture series for high school teachers of Portuguese. He approached six individuals who had traveled to Brazil, Portugal, and the Azores and who owned color slide collections. He asked them if they were willing to accept an invitation to lecture in secondary schools. He then filed their names and addresses and sent a letter to various institutions. Almost all of the speakers were invited to address high school audiences on Luso-Brazilian culture.

Mr. Müller-Bergh gave a partial list of Portuguese materials he had come in contact with at Yale University. The great majority could successfully be adapted for use in secondary schools. Besides such traditional books as Brazilian Portuguese Grammar by Maria de Lourdes Sá Pereira and Vida Brasileira, a cultural reader by Fr. Carlo Rossi, there are recent texts such as Modern Portuguese, developed by Fred Ellison and his staff, Oral Brazilian Portuguese

by Henry Hoge and Peter Lunardini, and Português Contemporâneo by Maria Isabel Abreu and Cléa Rameh of Georgetown. There also are Portuguese and Brazilian primers, as well as Brazilian juvenile literature that is worth looking into. Edições Melhoramentos in São Paulo and Rio, for example, publish some beautiful editions of children's stories. There is an excellent collection of Brazilian plays, Teatro Brasileiro Contemporâneo, which could be used in the second or third year of language instruction. Some of these plays are not suited for the high school curriculum because of their subject matter; others are readable, interesting, and easy to understand. There also is a set of experimental audio-lingual materials developed by Professor Malcolm Batchelor at Yale over the past ten years. The students also read a number of short stories of varying degrees of difficulty, chosen by Professor Batchelor. They include Artur Azevedo's "O Plebiscito," Machado de Assis' "Missa do Galo," Antônio de Alcântara Machado's "Gaetaninho," Hugo de Carvalho Ramos' "Ninho de Periquitos," Afonso Schmidt's "O Santo," João do Rio's [Emílio Cristóvão dos Santos Coelho Barreto] "O Bebê de Tarlatana Rosa." Mr. Müller-Bergh also recommended such stories as Artur Azevedo's "Um Monstro " and "Um Ingrato," Julia Lopes de Almeida's "O Sino de Ouro," Leonardo Arroyo's "Carmelito," Monteiro Lobato's "Dona Expedida" and "O Fígado Indiscreto," Machado de Assis' "A Carteira," Afonso Schmidt's "Uma Noite," Rachel de Queiroz' "Lampião," Cyro dos Anjos' "O Pequeno Sanfonista," Simões Lopes Neto's "O Boi Velho," Afonso Arinos' "Pedro Barqueiro," and Humberto de Campos' "Catimbau." Mr. Müller-Bergh read from a letter sent by Mr. Murray McNichol, an instructor of Portuguese, to Miss Leona Glenn, Educational Consultant of Foreign Languages Title III, in which he mentions the following texts: Leroy, Português para Principiantes, Books I and II; Lopes, Bom Dia!; Kellemen, Brasil para Principiantes; Graciliano Ramos, São Bernardo; Appleton, Contos do Brasil. Mr. Müller-Bergh said that Yale is trying to acquire a collection of audio-visual materials in connection with the language lab, as well as Brazilian and Portuguese records of folk or traditional music. Through the Spanish Department they are also planning to add to a slide collection dealing with different aspects of Luso-Brazilian culture. In French there is already much experimentation at the language lab with special projectors and selected slides to illustrate literary texts. They are perfecting a new technique by which still pictures connected to a pre-recorded sound track fade in and out.

Various members of the panel gave information indispensable to language teachers. There is an MLA List of Materials. The first (1962) included various items: dictionaries, grammar books, tapes, films, etc.,with a brief evaluation as to the quality of each and a suggestion as to grade levels where they might be useful. In 1962 it was supplemented, revised, and up-dated by individual lists in the specific language. The one under discussion had to do with Spanish and Portuguese. By September of 1966, additional changes had been made. Professor Hoge of the University of Wisconsin, Milwaukee, has published a supplementary account of books dealing with Portugal. Another bibliography of English and Portuguese books about different aspects of Portugal, its overseas territories, and Brazil was compiled by Professor Francis Rogers of Harvard University. Mr. Schmitz pointed out that, whereas other dictionaries made reference to British English, the Novo Dicionário da Língua Portuguêsa now has many American-English listings, which makes it very helpful to students learning Portuguese in the U. S. He also cited a number of Brazilian grammars: Mercedes Marchant, Português para Estrangeiros, Pôrto Alegre, Sulina, 2a. edição melhorada; H. Maria d'Oliveira, Português Prático para Estrangeiros, Edigraf, São Paulo, 1960; Active Portuguese, União Cultural Brasil - E. U. A., São Paulo, 1959.

B) Films and Radio

Mr. Müller-Bergh thought some of the best films put out in Brazil in the last few years were O Cangaceiro, O Pagador de Promessas, Deus e Diabo na Terra no Sol, Cinco Vezes Favela, Menino de Engênho, Amor e Desamor, Vereda de Salvação, Noite Vazia, Terra em Tranze, Vidas Sêcas, and Tôdas as Mulheres do Mundo. All of these are ambitious commercial ventures, and many have earned international film prizes. He also felt some excellent documentaries on Santos Dumont, Manuel Bandeira, and Ouro Prêto were filmed recently. He said the First Secretary of the Brazilian Embassy, Mr. Marcel Hasslocher, had mentioned his desire to collaborate in making available feature films and documentaries. The Portuguese Embassy could also be contacted in order to see what materials they are willing to sell or loan. Mr. Müller-Bergh stressed the need of compiling a Luso-Brazilian film bibliography together with a brief written description of each feature. It should also have instructions on how to obtain the films and should be sent to high schools and universities. Peter Benoit, of the film division of the Library of Congress, screens Brazilian and Portuguese productions. He might provide additional information. Ideally, Portuguese teachers should set up a clearinghouse where people could find out where to rent or buy films.

A member of the panel also pointed out that the Casa de Portugal in New York lists films in various languages, in color and in black and white, and accompanied by a brief description. He said they were available free of charge, providing one wrote, allowed enough time for delivery, and added return postage charges. Mr. Teixeira suggested that in view of the difficulty in obtaining audio-visual materials, it would be advisable to have some national organization, perhaps the AATSP to serve as a clearinghouse. An agency of this nature might conceivably buy films which schools and teachers were not able to afford and then supply them to interested institutions at a nominal fee that would merely cover handling and postage. He believed the idea of consolidating educational and audio-visual material in one place was important because a teacher has difficulty obtaining information. Since an instructor is usually tied to a tight schedule, finding all of these materials in one place would ease his load considerably and would encourage the increased use of new teaching aids.

Mr. Teixeira mentioned that, in the New England area, there are many cities and towns where local radio stations provide essential service to the Luso-American community. Their programs include news, sports, and music of every description, which students can use as a living laboratory in their own homes. Local newspapers, such as the Diário de Notícias of New Bedford, are also effective in stimulating interest. According to Mr. Teixeira, there are radio stations in Newport. Two have Portuguese programs in New Bedford, and he was certain there were a number of others in the area.

Mr. Müller-Bergh thought it would be interesting if high school students and their families listened to some of the fine shortwave broadcasts from Rádio Lisboa, one of the stronger European stations. Its programs come in very well in New England, especially on Sundays. Brazil, of course, is more difficult to receive. Once workable language labs are set up in high schools, some newscasts could be recorded and exercises based on these programs could be worked out by teachers familiar with audio-lingual techniques. These would provide a welcome addition in the language lab to tapes from standard texts.

While Mr. Arruda was in Portugal, he spoke with several representatives of the national radio of Portugal. They assured him they had recorded extremely interesting tapes for distribution free of charge. The tapes deal with famous events, people, traditions, etc., and can be sent abroad, copied, and the originals sent back to Portugal. Rádio Portuguêsa makes this service available to anybody who is interested.

Mr. Müller-Bergh suggested it is always preferable to use native speakers for language training in the classroom, providing, of course, they are available. The same principle also applies to broadcasts that come directly from Portugal or Brazil, which should be used in preference to local radio whenever possible. On Puerto Rican radio stations in New York, for example, one can hear many anglicisms that have contaminated spoken Spanish. Mr. Teixeira agreed this was the case, but added that a teacher should use his discretion in recommending to students whether the linguistic model was sound or not. He mentioned that in the New Bedford area there were announcers who could very easily work in Portugal, and who could certainly provide as good a model as Rádio Lisboa, but admitted there also existed another variety of announcer.

After considering books and texts available for the teaching of Portuguese, most members of the panel agreed with Mr. Teixeira that the lack of audio-visual and audio-lingual materials in high schools is still acute. Although this situation has recently changed somewhat due to the new college publications that have come out, Portuguese in secondary schools should now be the greatest area of concern. There is need for developing a senior high school, audio-lingual text, perhaps a graded series, that could be used over a period of two to four years. It should be accompanied by tapes, films, slides, and other audio-visual materials. It was stressed, however, that writing Portuguese texts was not the ultimate solution. Elaborating new books and initiating new programs in secondary schools should go hand in hand with retraining and redirecting the outlook of most of the individuals who are teaching. This could most successfully be done by NDEA type institutes. There seems to be no reason why they should not be set up to further the growth of Portuguese.

C) Portuguese Communities and Portuguese Language In Connecticut

In the state of Connecticut there are a number of Portuguese families scattered in towns throughout the greater Hartford area, Meriden, Wallingford, etc., as well as sizable Portuguese communities in Waterbury, Naugatuck, and Danbury. There are fraternal organizations in Danbury and Naugatuck. A one-hour radio program in Portuguese called A Hora de Portugal is broadcast from there on Sundays. As a result there has been a good deal of interest in the Luso-Brazilian field in the local high school. A number of American students have applied to the American Field Service for Brazil. A few years ago, there was no A.F.S. program available in Portugal, but now there is. These students specifically asked to be sent to Brazil and spent from six months to a year in that country. It would be worth investigating whether Danbury High School has American students going to Brazil or Portugal, and whether Portuguese or Brazilian youngsters have been coming to the area. These exchange students could possibly help to stimulate Portuguese instruction.

The members of the panel were not aware of any Portuguese programs offered in Connecticut. Mr. Martins wrote to all foreign language consultants of the department of education in each state. The reply he received from Connecticut was to the effect that there were no secondary schools currently teaching the language. He also wrote to the Portuguese Consul in Waterbury, who mentioned several schools were planning to institute Portuguese in the near future, but he had not heard of its success.

According to Mr. Schmitz, there are several Portuguese-Americans at Southern Connecticut State College who generally major in Spanish. Some have a strong language background, some do not; others are ashamed to speak their mother tongue. He hoped his college would be able to attract more of these students and have them major in Spanish and minor in Portuguese, or vice versa. He believes this might develop into a source of high school teachers. In his opinion, many colleges should have teacher-education programs and train people for secondary school teaching. He admitted, however, the cooperation of high schools and colleges was needed.

The discussion about training Portuguese teachers centered on new ways of preparing students through M.A.T. programs and state teachers' colleges. The possibility of initiating NDEA institutes to provide existing faculties with better skills was also mentioned.

Teacher Training

Mr. Müller-Bergh pointed out Yale has an excellent Master of Arts in Teaching Program and that Harvard has a similar one. For many years, high schools have been glad to accept M.A.T. graduates. There is reason to hope some kind of training in Portuguese could be developed within the existing framework of these institutions. Well prepared students could take Spanish-Portuguese combinations. Conceivably, some could teach in New Haven high schools in the future. Once there is a Portuguese program in one New Haven school, there would be a constant source of new teachers. This would solve, in part, the need for qualified instructors.

Mr. Teixeira made some observations concerning teacher education. He spoke about the coordination of teacher training programs in Rhode Island, with high schools either interested in establishing Portuguese language instruction or already offering it. Mr. Teixeira believed it was important to have further contact between high schools and colleges which already offer advanced Portuguese programs: Rhode Island College, the University of Rhode Island, and Brown University. A student should be made aware he will be able to continue at these institutions of higher learning, and perhaps later serve as a secondary school teacher in the area from which he came. The logical function of these teacher training institutions should be to help fill the needs of New England.

NDEA Institutes

Various problems as to the type of NDEA programs were discussed. Mr. Teixeira thought most high school teachers did not realize the audio-lingual approach stressed at these institutes implies a total commitment. It is a way

of teaching the whole subject, not simply a series of sessions, discussions, and additional summer courses taken to meet traditional certification requirements. It represents a point of view that takes into account a different concept of grammar, the phonetic structure and the relation of language, anthropology, and culture. Once an intelligent and perceptive person has gone through an NDEA institute, he will most likely be convinced of the errors of his former ways.

Mr. Arruda mentioned one type of program that would attract Portuguese-Americans with a knowledge of the language obtained through family background, rather than through formal study. If such persons could be trained in the latest methodology and in the utilization of Portuguese materials at different levels, they would become an untapped reservoir that would help remedy the existing teacher shortage.

Mr. Teixeira felt that the state departments of education were increasing their teacher qualifications. Where formally it was possible for a person to give a course in a second language with minimal qualification or even none at all, that is no longer the case. This presents a special problem in Portuguese in those areas where language instruction is already established. In certain cases, individuals are not allowed to give Portuguese classes even though they have considerable knowledge of the subject and have training in methodology through another language such as Spanish. Some people do not have the required college credits necessary to teach. Unfortunately, as a rule, state departments of education will not make allowances for special circumstances. Mr. Teixeira thought we should keep in mind this situation and set up an institute where teachers with certain background deficiencies are able to take additional Portuguese courses in order to fulfill state requirements. This would aid many persons who are qualified by their knowledge and training, but not according to the law.

The need for establishing an NDEA Portuguese institute was well illustrated by the comments of Miss Aurelia Faria. Her superintendent, Mr. Arthur Headburgh, hopes to introduce Portuguese in the Warren Public Schools. Since Miss Faria is the only person who has a Portuguese background, she would have to initiate the program in Warren. She attended the Vanderbilt Conference in order to obtain information on methods and texts for her school. Although she hoped to have more definite plans by September, 1967, she doubted they would be carried out immediately. Miss Faria stated that the single largest problem was actually hiring teachers of Portuguese. Although she has not had formal education in the language, Miss Faria was chosen to organize the program because she not only speaks Portuguese, but she can also read and write it. This is not true of most of the Luso-Americans who teach in the school system. On the whole, they are people who understand and speak a little Portuguese, but who are unable to read and write it fluently. Miss Faria added that she had thirty-two years of experience teaching in every grade, from kindergarten to high school. She had also met some individuals who spoke and understood the language but did not have her educational background. They needed to learn methods as well as the language itself. If there were an institute where they could acquire in-service training, they would be better prepared to meet classes. Miss Faria expressed her desire to attend such a program and, in fact, said she would see that others did also, provided an institute were developed in the New England area.

Mr. Almeida thought there were some qualified native speakers, now teaching other subjects, who have taken Portuguese in high school or college, but who need additional training. He also had heard of Portuguese elementary and high school teachers throughout New England who have recently arrived in the United States and have a limited knowledge of English. An institute that considered their needs and taught them English, linguistics, and English literature could train them to be effective language instructors. He also knew of Portuguese priests who had left the Church in order to get married; as a rule they are well educated. Some have liberal arts degrees and speak Portuguese, French, and English. He also had met retired State Department workers who had served in Portugal and Brazil. All of these people were potential candidates for an institute. Mr. Almeida said he would be glad to draw up a list of names.

Mr. Schmitz mentioned a Portuguese-American, Miss Lucilia Marques, a graduate of Southern Connecticut State College. She majored in Spanish and is now a certified secondary school teacher in Naugatuck, Connecticut. The only things she lacks to teach Portuguese are some formal language and literature courses. Miss Marques would be an ideal candidate for a New England institute. In Mr. Schmitz's opinion, there are also Portuguese-speaking freshmen and sophomores at Southern Connecticut who would benefit from an NDEA institute after graduation. Once they are certified, it would be easy to give them additional training.

In connection with his survey, Mr. Martins drew up a list of individuals interested in teaching high school Portuguese. All the persons he mentioned are proficient in the language and have had a few years of teaching experience: Richard F. Wood, Salt Lake City, Utah; Mrs. Cecilia Motta, East Providence, R. I.; Miss Margaret Amaral, Cumberland High School, Cumberland, R. I.; Miss June Temple, 350 Richard Terrace, Staten Island, N. Y.; Mr. Joseph Fernandes, West High School, Pawtucket, R. I.

Although Miss Faria pointed out people attending NDEA institutes should be classified as experienced and inexperienced teachers, according to their background, it was generally felt the immediate problem was establishing a language institute, not deciding on types of programs. Once there was an existing organization, one could start to worry about dividing participants according to categories.

Mr. Müller-Bergh thought it was difficult for untrained teachers to realize what can be accomplished in an effective audio-lingual program. There is a certain presentation of the whole language system, a correlation of the laboratory and the classroom, which comes as a revelation. In connection with the use of instructors at NDEA institutes, he thought people were relatively in agreement that it was more desirable to use native speakers as language models. At Yale, trained native speakers are used whenever possible. When they are not available, the department uses whoever is available. In his experience, Brazilian native speakers without a background of teaching Portuguese as a foreign language are virtually ineffective at first. Many have no realization of how they speak and need to be taken to a laboratory in order to become aware of the elements of pitch, intonation, stress, etc. Many believe they say things one way and do not, because they are unable to distinguish language differences.

On the whole, native speakers ought not to be put into first or second-year courses until they have been trained and have acquired a basic knowledge of linguistics. In other words, they may have to be familiarized with the audio-lingual approach stressed at the NDEA insitutes before they become useful instructors. The same problem exists in French, German, Italian, Russian, or any other foreign language.

THE FOLLOWING COMMENTS WERE MADE ON ETHNIC COMPOSITION OF A COMMUNITY, UNITED ACTION, AND TESTING DEVICES, IN CONNECTION WITH ESTABLISHING PORTUGUESE LANGUAGE PROGRAMS.

Ethnic Composition

It was thought that the ethnic composition of a town largely determined the desire of the inhabitants to have Portuguese introduced into their community. In the United States there are large numbers of Portuguese-Americans in New England, New York, New Jersey, Connecticut, and California. In these areas of major Portuguese concentration, clubs and fraternal organizations might encourage the teaching of the language. Portuguese-American parishes are also a means of urging parents to bring pressure on school boards and superintendents in order to initiate Portuguese courses at different levels.

Once the Portuguese descendants and the composition of a community have been determined, one can start prodding people and getting their backing. The stimulus also has to come from teachers of Spanish and Portuguese, as well as from any person who can see the advantages of such a language program.

Community Action

As the first practical step in establishing Portuguese instruction in communities with large Portuguese contingents, Mr. Müller-Bergh suggested drawing up a list of important people. It should include merchants, members of business organizations, teachers, lawyers, doctors, etc., of Portuguese descent--in short, anybody of influence who has shown an interest in Portuguese. Once a list is made, a committee, or a group of friends, can take action as an united front and get in touch with the local school board. In areas without an immigrant population where there is a college or university with a Spanish and Portuguese department, a faculty member with the prestige of his profession might be appointed to the school board. This person should make his policy known and should remind people again and again of the necessity and practicality of having Portuguese taught.

Mr. Teixeira also suggested that, in view of the lack of local civic groups which will provide the needed push in areas where there is no native population, the initiative of a national association might be needed. The AATSP or a similar organization could generate a desire for Portuguese, or at least the awareness of its growing importance. This might, in turn, bring about a positive attitude on the part of principals and committees. According to Mr. Teixeira, a local Luso-American civic group was instrumental in introducing Portuguese in Middletown. He was sure the interest of this organization had found an echo in the superintendent. In Middletown they now have at least one school representative interested in establishing Portuguese language courses.

Mrs. Vermette also stressed the need for Portuguese groups in the cities to organize. In her experience, this was how Portuguese was started at Dartmouth High School. A number of Portuguese-American civic leaders took united action and went to the school committee--time after time--until they got the language put into the system. She thought this is what had happened in New Bedford also. Mrs. Vermette found that pressure from civic groups was the most effective means of persuasion. Local school authorities are so accustomed to hearing teachers that they pay little attention to their viewpoint. Mr. Almeida said that all these means of persuasion had worked for him. He initiated Portuguese at Rogers High School in Newport, R. I., eighteen years ago. At that time, it was the pressure from local Portuguese clubs which finally forced the school superintendent to introduce the course.

Testing Devices

All the members of the panel seemed to agree that the greatest priority should be given to setting up a uniform, nationally standardized Portuguese test to be administered in strategic areas. A pattern that might be followed is that of Italian. Apparently college board tests have recently been developed in Italian; although tests for French, Spanish, and German have been longstanding. Mr. Arruda thought the Educational Testing Service in Princeton, N. J., should administer an examination similar to that currently given in five other languages. Another possibility was a Modern Language Association achievement test in Portuguese. It could be added to one or both of the current series and would be an invaluable help for teachers in placing students. At the same time, it would be convincing proof of the validity of Portuguese.

Mr. Almeida stressed the need for a testing program at the end of high school. One of the greatest difficulties he had encountered in his dealing with superintendents, and especially the guidance departments, was the lack of an examination that would measure achievement in Portuguese, and would accredit the student at a college--in other words, a college board type of test. If the government would partly subsidize some phase in the development of such a device, most colleges and universities who still do not accept Portuguese would be willing to do so. He had also found that many students who wished to take Portuguese shied away from it because there was no examination. Superintendents always deplored the lack of tests when they were ready to introduce the language. Mr. Almeida thought it was imperative to ask anyone, the government or private organizations, to contact college board personnel and help them financially in elaborating these examinations.

Mr. Teixeira felt the time was ripe to break the vicious circle that has existed in high school Portuguese for many years: students will not take Portuguese because there are no tests, and tests are not created because there are no students. According to him it was a financial problem. The circle could now be easily broken and perhaps it would achieve the desired goal of increasing the Portuguese enrollment.

Mr. Teixeira also pointed out that, in the past, Portuguese instruction has traditionally been oriented toward the grammar-translation method. It was due, in part, to the type of texts available. Today colleges and universities are stressing the audio-lingual approach. He seemed concerned that this might present some difficulty for high school students once they entered college. Training teachers in new methodology would provide better transitions between high school and college programs.

Practical Considerations for Introducing Portuguese

Mr. Almeida stated that whenever a new Portuguese course is started anywhere, it is better to make it harder initially than other language courses in order to attract the best students. If a new program does not offer a challenge, students tend to shy away. When he first introduced Portuguese, he gave an easy course and lost students. When he made it more difficult the following year, it kept growing.

Mr. Schmitz thought Portuguese should not be introduced on a part-time basis. He had taught in secondary schools before taking a position in a college, and he knew from experience how high school teaching entailed long, hard work. A teacher has five classes, a home room, supervision, cafeteria, as well as other administrative duties. Many superintendents and principals will often take advantage of the faculty, sometimes subtly, sometimes not so subtly. He had heard from various sources of individuals who were asked to give Portuguese classes after hours. He felt this was permissible, providing they received additional remuneration. The moment it amounted to an extra burden in addition to a regular schedule, it was exploitation and should be stopped. He pointed out there was a new Connecticut chapter of the ACTFL, the American Council of Teachers of Foreign Languages. In the future, teachers should write to the MLA and attempt to have the ACTFL include Portuguese. He urged people to join such an organization in order to present a solid front to school administrators who, as a rule, have a tendency to exploit faculty members.

Mr. Teixeira, on the other hand, thought that, at this stage, teachers who are interested in getting Portuguese off the ground are forced to make concessions and special sacrifices. He felt that it would not be helpful if a faculty member were adamant about questions of salary and time. Hopefully, the situation would change once a Portuguese course was established. Mr. Almeida agreed with this position and elaborated on it. Once schools were determined to include Portuguese in the curriculum, the major problem was finding a suitable teacher. In many instances, the school board could produce a certified instructor, although it needed one that could handle two or more subjects. When a program is beginning, it is difficult to get someone on a part-time basis. Sometimes it is necessary to sacrifice one year in order to get a full-time position the next. Mr. Schmitz again took a more militant attitutde. He argued that teaching was a profession, and that, much like the medical profession, it should never bargain from a position of inferiority. Teachers should bargain from a position of strength and from a degree of high professionalism in view of administrators' attempts to exploit and assign extra duties. Mr. Schmitz cited the Portuguese proverb "Quem não grita não mama", i.e., if one does not make noise, the situation does not improve. On the whole, the members of the panel agreed. At the same time, they felt that it was essential to get a foot in the door. Once a Portuguese program was established, one could afford to raise the issue of teachers' rights.

Mr. Schmitz made the following remarks on the possibility of introducing Portuguese in the New Haven area. He seemed to think it would be impossible to start the language in the city, since French, Spanish, Italian, German, Russian, Hebrew, and Latin are offered at the present time. To add

another to the school system would cause a great deal of difficulty and would bring resistance on the part of administrators and foreign language coordinators. He also was certain that parents and students would not be interested because the main ethnic background is not Portuguese. On the other hand, towns like Naugatuck or Danbury have the raw material for Portuguese language programs. One could conceivably stir up the national pride of the immigrant population and get it to cooperate through radio stations and local clubs. It would be impractical to establish Portuguese instruction in every town. Affluent Orange, Connecticut, for example, has French, Spanish, and Italian, and would not consider another language because the students are college bound and would not consider it to their advantage. It is essential to take into account the composition of the board of education and best to start in an area where the efforts will pay off. Trained teachers should be placed in towns where there are large numbers of Portuguese-speaking people. Recently, because of local pressures, Italian has been offered at Southern Connecticut State College. In early twentieth-century New Haven, the Italians were ashamed of their background, but this situation has now changed. The Portuguese in Connecticut today are going through the same process the Italians went through earlier. They have yet to gain consciousness of their own identity.

Another way of introducing Portuguese is through high school evaluating procedures. Perhaps the first step in any evaluation is a population study. It is especially pertinent in New England, where there are large numbers of Luso-Americans. According to Mr. Teixeira, the evaluation of Middletown School was the basis for the inclusion of Portuguese. If 10 per cent of the residents are of Luso-American origin, it is significant to mention the fact in a population study. The visiting evaluation committee might then feel it is important to include the language of the minority group in high school. In Middletown, the findings of the visiting evaluation committee proved to be one of the main factors leading to the adoption of Portuguese.

Mr. Martins stated that in Rhode Island there is a law requiring a school committee to search for a competent teacher if a minimum of fifteen students elect to take a language course. He then read from Chapter 22 of the Rhode Island Education Laws concerning the curriculum:

> Foreign Language courses. Whenever there shall be twenty students (this has recently been cut down to 15) who apply for a course in the Italian, Portuguese, or Spanish language in any high school of this state, the school of the specific town shall arrange a course in Italian, Portuguese, or Spanish to be conducted by a competent teacher.

This suggested to Mr. Martins the possibility of implementing legislation toward the study of high school Portuguese in other states.

Mr. Almeida said that although his relations with the Bristol guidance department were excellent, counselors often tried to convince pupils at other Rhode Island schools not to take Portuguese, for the reason that the students would be unable to continue the language at certain state colleges where the language is not offered. He hoped the Vanderbilt Conference would help convince counselors and universities that Portuguese courses are acceptable and should be taught.

Value of the Conference and Conclusions

Although various members of the panel criticized aspects of the Conference, their overwhelming reaction was extemely favorable. Some criticism centered around the conviction that a conference dealing with all grades and levels should include teachers of all levels. It should not merely be a lecture of college professors to high school teachers, particularly in the addresses of the plenary sessions, but rather a dialogue between college and high school teachers. A few individuals felt they had not fully participated in some of the seminars and activites. Others thought people like Mr. Gilbert Cavaco (B.M.C. Durfee High School; see Seminar VI) should have been involved in the plenary sessions. In other words, somebody actively teaching high school Portuguese would have presented more effectively the problems in a public shool system and the battles with the administration. Perhaps in the future a person who has done work along those lines could express the teachers' viewpoint.

On the whole, though, everybody agreed that the Conference had been immeasurably fruitful. It provided new sources of information and gave ideas of how to conduct language programs and how to introduce the teaching of Portuguese in a community. All members of the panel felt the meeting had been a tremendous success because it established a rapport among teachers of Portuguese on all levels. The importance of the human contacts made at Vanderbilt should not be underestimated. There was a considerable psychological impact on those who had thought themselves isolated, and for the first time were able to exchange opinions with people who belonged to a community of interests. By talking to each other they came to the realization they were not voices shouting in the wilderness. Through the exchange of ideas they got the feeling their problems were shared by others throughout the country.

The Conference provided one participant, Mr. Nelson Martins, with valuable coordination and information for continuing his survey on the state of elementary and secondary school Portuguese. Some participants stressed that the meeting had created a favorable impression on every school committee in the United States who had sent a representative member to Nashville. They felt that now there were superintendents and principals considering introducing Portuguese. All members of the panel agreed that the value of the Conference would be greatly enhanced if everybody in the United States who shared their views were to be informed of the proceedings. It was imperative that their ideas be recorded, the information summed up, circulated, and given the widest possible publicity. In other words, it should be sent to all who had participated at Vanderbilt as well as to the school boards, universities, and colleges interested in Portuguese whose members were unable to attend the meeting.

Everybody hoped similar reunions would take place in the future, either as regional events or at other universities. They expressed a desire to meet in committee at the Chicago Modern Language Association in December, or perhaps at another conference a year from June 1967. This would enable people to renew acquaintances and exchange ideas with friends they had made at Vanderbilt.

In conclusion, all participants agreed with Mr. Teixeira that the Conference would go down in history as a milestone in the development of Portuguese in the United States. Concrete results would largely depend on what was

done in the year following the Conference. If positive suggestions were made and positive steps taken, it would be remembered as an event that led to something useful and fruitful. If no action were taken, it would just be another vain effort to get a worthwhile project underway.

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